

ADULT EDUCATION AND LITERACY

INSTRUCTOR HANDBOOK

PROGRAM YEAR 2016



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PREFACE

Effective and quality instruction is an essential part of providing an exemplary educational program. Research shows that instructors are by far the most important factor in determining whether students succeed. So, where there are highly effective instructors, quality instruction follows.

Highly effective instructors who have mastered the art and science of quality instruction don't exist in isolation. They don't close their classroom doors and quietly figure it out all by themselves. They collaborate with other professionals in their program and in the educational community at large. They participate in personal learning networks (communities of practice) and consult them to get new ideas and feedback about their struggles and successes. They engage in professional reading of current research to improve and expand their repertoire of skills.

When they discover an amazing instructional combination or resource, they share it with other instructors and in online environments

(Ferguson, 2010; U.S. Department of Education).

Our educators are passionate about actively engaging students and meeting them wherever they are on their learning journey. While the art and science of quality instruction may be more than the sum of its parts, some instructional building blocks are essential for it to occur. This document is designed to provide guidance for Iowa Adult Education and Literacy instructors to promote adult learners' success along the path toward college and career readiness.

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Program Overview

Welcome to the most rewarding job you'll ever have.

The Iowa Department of Education (IDOE) recognizes that today's workplace presents numerous opportunities and challenges for adults. Employers need workers with strong basic skills and an ability to adapt to change. Today's families are faced with multiple responsibilities as they address their children's educational needs, as well as their own. Special populations, such as the homeless and incarcerated, must deal with additional challenges in order to lead safe and productive lives. To effectively serve the foundational learning needs of these diverse groups, a learning system that is flexible and responsive is necessary. The Iowa adult education and literacy program is developing such a system for adult learners.

Iowa's adult education and literacy programs build skills for success by providing adults with the opportunity to acquire and improve functional skills necessary to enhance the quality of their lives as workers, family members, and citizens. These programs play an important role in fostering productive employment, effective citizenship, personal and family growth, self-esteem, and dignity for adult learners. Educational services are available at little or no cost to adult learners and are designed to meet the educational needs of each individual.

This handbook is to ensure the administration of adult education and literacy programs are consistent with federal laws and regulations and the state's goals, policies and objectives. This handbook communicates the scope of the state's commitment to and support of adult education and literacy (English as a second language, workplace literacy and family literacy). The purpose of this handbook is to facilitate the improvement and expansion of adult education and literacy services to adults in Iowa.

As an AEL instructor you will:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children;
- Assist adults in the completion of a secondary school education; and
- Assist adults to prepare for college and/ or career pathways.

Iowa Adult Education and Literacy

Just as the needs of the adult learner is diverse, the services that adult education and literacy can provide is wide ranging to prepare the participant for post secondary credentials and career pathways. Services available at programs throughout the state include instruction in one or more of the following:

- **Basic Skills Instruction** in reading, writing, math, listening, and speaking;
- **HSED Test Preparation** in science, social studies, mathematics, language arts-reading, language arts-writing, and calculator training;
- **English as a Second Language** in pre-literacy, reading, writing, listening, speaking, grammar, U.S. history and government, and cultural literacy;
- **Thinking and Learning Skills Instruction** in creative thinking, decision-making, problem-solving, and learning and reasoning;
- **College Readiness Skills Instruction** in organization and time management, technology, goal setting, test taking skills, and self-advocacy;
- **Workplace Literacy Skills Instruction** in goal-setting, career planning, personal work attributes, and employability skills;
- **Life-Coping Skills Instruction** in budgeting, nutrition, consumerism, and family relationships and parenting, and
- **Digital Literacy Skills** in keyboarding, word processing and other introductory skills.

Our Mission

The mission of Iowa's AEL program is:

To provide accessible, quality instruction that develops life, work, and literacy skills.

Our Goals

Goals of local Adult Education and Literacy programs are to:

1. assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. assist adults who are parents or family members to obtain the education and skills that –
 - A. are necessary to becoming full partners in the educational development of their children, and;
 - B. lead to sustainable improvements in the economic opportunities for their family;
3. assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training.
4. assist immigrants and other individuals who are English language learners in –
 - A. improving their –
 - i. reading, writing, speaking, and comprehension skills in English; and
 - ii. math skills; and
 - B. acquiring an understanding of the American System of Government, individual freedom, and the responsibilities of citizenship.

State Leadership

Provide leadership, technical assistance and oversight to local adult education and literacy programs that supports their integration in the workforce system to better serve all students, including those transitioning to further education and training.

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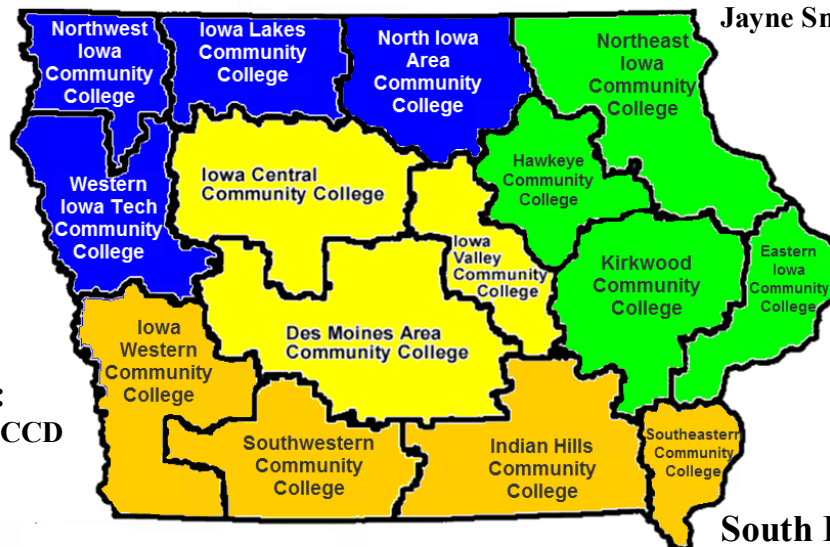
Northwest Region:

NCC, ILCC,

NIACC, WITCC

Mike Williams

Figure 1: Regional Areas



Eastern Region:

NICC, HCC, KCC, EICC

Jayne Smith

Central Region:

DMACC, ICC, IVCCD

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South Region:

IWCC, SWCC, IHCC, SCC

Marcela Hermosillo-Tarin

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Program Operations

Operating an adult education and literacy program requires the coordination of a number of elements that will be described in this section through the various stages of operation, maintaining and transitioning. The elements will assist in achieving the goals of the AEL program and provide continuous improvement to better serve students.

Operating an Adult Education and Literacy Program

Once an organization receives an Adult Education and Literacy grant, the following are suggestions to assist in organizing and maintaining a program. There is no specific sequence to these items. These items can overlap and programs should revisit each during the application process and throughout the program year to make adjustments in services and operation of the program.

Needs Assessment

A needs assessment is used to determine the characteristics of the local community. Based on these data, the adult education program can determine the scope of the program, including the number and type of services and classes to offer, class locations, schedules, staffing, instructional materials, and training needs.

Programs should review the needs assessment, as described in the application, and determine whether a revised needs assessment of the target population is required. Methods for assessing need might include data from government reports, surveys, and public comment. Data collected from the target population should include, but not be limited to, the following:

- number of years of prior schooling
- educational needs (ESL, Adult Basic Education, without a High School diploma, work skills development, citizenship)
- employment status
- social economic status
- immigration status
- availability for instruction (days of the week, hours of the day)

Personnel and Roles

Each program should have clear expectations of its staff consistent with its philosophy, mission, goals, and standards for program quality. Guided by these expectations, the program should develop a specific staffing plan. Minimum qualifications for both instructional and non-instructional staff should be clearly outlined. The local program is required to keep personnel records, including time and effort documentation, for all eligible AEL staff in accordance with grant requirements. Records must include verification of qualifications and a professional development plan for all staff. Programs are required to keep written job descriptions of all paid and volunteer staff, both instructional and non-instructional. In *general* these positions should:

Instructional staff will:

1. Work with the professional development specialist or Lead Instructor to plan for professional development based on identified needs with the goal of improving quality instruction.
2. Participate in professional development activities in support of their individual professional development.

3. Participate in program improvement efforts. This may include:
 - a. Participation in the program improvement team.
 - b. Identifying program improvement goals.
 - c. Reviewing data related to program improvement goals.
 - d. Providing feedback on impact of program improvement efforts.
 - e. Implementing program changes.

Non-instructional staff will:

1. Work with the professional development specialist / Lead Instructor to plan for professional development based on identified needs with the goal of improving services to students.
2. Participate in position-appropriate professional development activities in support of their individual professional development (e.g., case managers take case management courses).
3. Participate in program improvement efforts. This may include:
 - a. Participation in the program improvement team.
 - b. Identifying program improvement goals.
 - c. Reviewing data related to program improvement goals.
 - d. Providing feedback on impact of program improvement efforts.
 - e. Implementing program changes.

Specific roles are discussed in the next few pages. Not all roles will be represented in each local program, however the functions should be discussed and a staffing plan must be developed to address the need.

Program Coordinators

The program director is responsible for the overall coordination, administration, and instructional leadership of the adult and/or family literacy education program. The duties include, but are not limited to, ensuring compliance with state and federal policies, providing adequate staffing, providing new staff with agency-specific orientation, providing fiscal oversight, providing leadership in program improvement/professional development, coordinating adult education services where required, and maintaining contact with institutions of postsecondary education and training, local businesses and community service organizations.

Staff Responsibilities for continuous program improvement and professional development
Program Coordinators as instructional leaders will:

1. Oversee the program improvement team.
2. Participate with the professional development specialist / Lead Instructor to create and maintain a professional development plan.
3. Work with professional development specialist / Lead Instructor to guide development of staff professional development.
4. Work closely with the state AEL consultants to support these efforts.
5. Keep current with best practices.
6. Be knowledgeable about adult learning theory.
7. Ensure that program improvement supports quality instruction.
8. Ensure coverage for classes while instructors attend training.
9. Ensure the organizational structure and support needed for staff to participate in and benefit from long-term, job-embedded professional development.
10. Provide teachers with access to their data to help inform instruction.
11. Approve staff to attend position-appropriate trainings and ensure that they complete those trainings.

Intake/Assessment Specialist

The intake/assessment specialist will have training in assessment administration, be familiar with all approved standardized assessment instruments, and attend periodic refresher assessment training. Duties include, but are not limited to, conducting program orientation, conducting formal and informal assessments, collecting intake information, initiating participant goal setting, evaluating participant readiness, and coordinating with case manager and instructor.

Case Manager/Navigators

Best practices recommend that the case manager be a dedicated position to ensure supportive services and to assist with retention effort. In cases where this is not possible, the staff assigned to navigation duties must be given sufficient dedicated time to fulfill their duties. The position will have training in educational counseling and attend periodic relevant professional development courses. Services should be made available at flexible times to meet participants' needs, including during class hours. Navigators should be available, as needed, to any student enrolled in an adult education program. The duties include, but are not limited to, participating in program orientation, reviewing goals and analyzing assessments, coordinating with intake specialist and instructor, making referrals to other community resources/agencies, assisting with addressing barriers to attendance, such as childcare and transportation; providing access to resources to assist with transition to workforce or postsecondary education/training; and documenting counseling activities and hours.

Classroom Instructor

Classroom instructors should spend at least 80 percent of their paid time in instruction. The program must ensure that adequate time be allotted for lesson planning, professional development, leadership activities, and program improvement efforts. Other duties include, but are not limited to, participating in program orientation, when possible; periodically reviewing goals; adjusting student placement, if needed; and coordinating with intake specialist and case manager.

Data Quality Specialist

Data quality specialists will have data entry skills, knowledge of the assessments used by the program, training in use of the TE® system and a complete understanding of services offered by the agency to ensure accurate data entry. The duties include, but are not limited to, overseeing data entry for the agency; ensuring timely, complete, and accurate entry of data; performing regular review of data for errors; and ensuring immediate corrections, when needed.

Professional Development Specialist/Lead Instructor

The local professional development specialist or Lead Instructor should be a staff member with current or prior adult education teaching experience. This role cannot be filled by the program coordinators, however. This person works with other staff to develop and implement individual professional development plans in coordination with the program's mission, goals, continuous improvement plan and professional development needs. Duties include, but are not limited to, coordinating professional development activities within the program and with the state's targeted professional development, supporting staff in implementing new skills and knowledge, and working closely with the professional development system and the program coordinator around instructional quality.

Professional Development Specialists/Lead Instructor will:

1. Participate with program coordinators to create and maintain the program continuous improvement/professional development plan.
2. Be an active member in the program improvement team.
3. Work with program coordinator to guide development of staff professional development in support of the program.
4. Support staff to address individual professional development plans.
5. Coordinate and guide the job-embedded professional development process for staff.
6. Assist in the implementation of a variety of formats of professional development (e.g. study circles, coaching, online courses, lesson studies) that support the core features of high-quality job-embedded professional development.
7. Serve as the main contact between the program improvement team and the state professional development team.
8. Assist the staff in the implementation of the state's high quality professional development system as described in Section VII—Professional Development Systems.

Distance Education Liaison

Programs that refer students to the Distance Education should, at a minimum, have a Distance Education Liaison to serve as the point of contact between the program and the approved distance education curriculum. Additional duties may include, but are not limited to, maintaining contact with the referred student in case the student requires additional instructional or support services and coordinating student post-testing according to the Assessment Policy Guidelines.

Tutor Coordinator

Tutor coordinators provide training and support to volunteer adult education instructors and their learners. The duties could include, but are not limited to, implementing effective processes for tutor screening, making referrals to the case manager, participating in orientation, conducting training sessions, assigning and supporting tutor-student pairs/groups, providing ongoing supervision of tutoring staff and working with the professional development specialist to coordinate tutor professional development.

Volunteer Classroom Aide

A volunteer classroom aide provides supplemental instruction to a learner or learners who are enrolled in a class or group. The volunteer classroom aide does not have primary responsibility for instructional planning. In cases where a volunteer classroom aide prepares lessons, he or she must share the lesson(s) with the primary instructor to ensure the supplemental instruction aligns with the classroom instruction. Unlike the volunteer instructor position, the volunteer classroom aide position does not require a four-year degree and has no minimum hours per week.

Sites and Class Schedule

Locations for classes should reflect the results of the needs assessment and the participatory planning committee suggestions. Suitable sites should provide easy access to students and be in compliance with the requirements of the Americans with Disabilities Act (ADA).

- Programs might consider entering into a service contract agreement with participating sites. The program and each site should meet before the beginning of the classes. If the adult education program is using classroom space in a school, the teachers whose classrooms are being utilized should be included in such meetings so all parties will agree on how to share the space. Programs should expect to invest time on an ongoing basis with each site.

- It is recommended that program coordinators provide representatives of their sites (principals, librarians) and partners with annual or semi-annual updates of the size and scope of the classes at that site, including student retention.
- The class schedule should reflect the results of the needs assessment and participatory planning committee input. The more intensive the classes (more contact hours per week), the higher the probability that students will achieve their goals. Program coordinators should develop an annual calendar of classes and sites with all partners in consideration of each site's hours of operation and annual calendars. Some schools close during holidays and summer months, but programs should not close longer than four consecutive weeks. The class schedule should take these fluctuations into account.

How a program schedules classes is an important variable impacting student successes. Scheduling features affecting the success of students include:

- Duration (how many weeks/months per program year the class is open)
- Intensity (how many hours/weeks of instruction are available)
- Schedule (whether students begin and end the class at the same time or enroll and exit constantly)

In order for students to make progress toward their goals, programs of sufficient duration and intensity must be established. To demonstrate academic progress, 40 to 100 hours of instruction is usually recommended. The program's schedule also affects organization and instruction delivery. Local programs are encouraged to provide appropriate scheduling methods based on the needs of students.

Books and Materials

The choices of instructional resources are a matter of identifying materials that best meet student needs and should be based on the student's achievements on the assessment tests. The variety of instructional resources that may be used in the educational process is diverse and can come in many different formats. Regardless of the format, instructional resources should be aligned with the adopted content standards, College and Career Readiness Standards, Iowa's Core—21st Century Skills and any relevant industry or occupation related instruction. Making instructional materials available to students can raise legal issues of copyright and the fair use of intellectual property.

Copyright Issues

Current copyright law protects nearly all text, images, audio-visual recordings, and other materials, even if the original works do not include any statement about copyright. Copying and posting copyrighted works online, even for instructional purposes, may violate the legal rights of copyright owners. As a first step in considering the use of materials, consider these legal alternatives:

- Securing permission from the copyright owner
- Linking to materials on other sites, rather than copying and posting
- Using material in the public domain—Two guides to determine if a work has entered the public domain are [Cornell's Copyright Term](#) and the [Digital Copyright Slider](#) of the American Library Association Office for Information Technology Policy.
- Lawfully using protected materials after a "fair use" evaluation

Communications and Recruitment

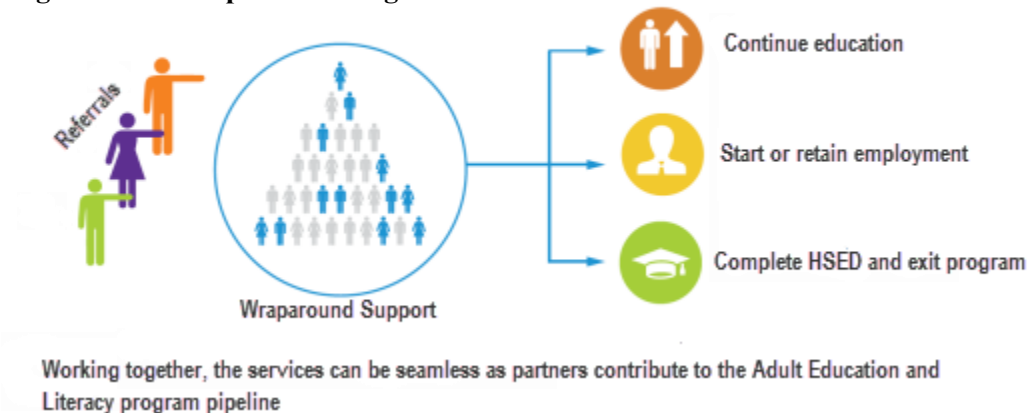
Programs should design communication and recruitment strategies to match the target audience so that services are attractive and accessible to those most in need. Efforts should be made to communicate the value and purpose of the program to the community and learners. Strategies that maximize personal contact with prospective students and include local program initiatives generally have most impact. Refer to Section VIII-Public Awareness and Communications for details on the state campaign and style guide.

Managing an effective adult education and literacy program is much easier when you share experiences with others. Programs should become familiar with other AEL programs and staff in their region and around the state.

Partnerships

Effective programs will realize that to be successful requires the establishment of strong partners. Engaging in a pipeline strategy, that includes partners prior, during and after services allows for maximum streamlining of activities.

Figure 2: AEL Pipeline Strategies



Partnerships require consistent effort in order to be sustained. Programs should partner with the stakeholders and communities they serve to develop and maintain relationships that prove effective for all involved parties: students, adult education programs, the business community, social services, One-Stops, postsecondary education institutions, the participatory planning committee, and others.

In partnerships, it is important for partners to understand the other organizations' system, legislative drivers, policies and parameters. This is important so that there is a better chance of sharing resources and reducing duplication of services to shared customers. In developing partnerships with other agencies, local programs are cautioned not to create new bureaucracies, but rather to take advantage of the strengths of each agency.

The key to building trust in partnerships is communication which is enhanced through setting up systems – personal, paper, and electronic – for information sharing, clarifying each entity’s responsibilities, clearly expressing expectations and listening. Communication must be open and frequent, using formal and informal channels. Privacy issues for customers may be discussed among all partners for their similar and different requirements. Professional development training and materials are provided for cross-training purposes among the partners.

Programs should collaborate with their partners for the effective use of resources including funding, technology, staff, and professional development. Financial resources include those that member organizations are able and willing to commit and those that the group obtains from outside sources. Such outside resources may be comprised of in-kind contributions on the part of the partners including: paid staff time; facilities, including custodial services; utilities; supplies; materials; or volunteer time. Human resources that can be committed to projects can include skilled coordinators, committed leaders and a bountiful mix of knowledge, skills, and abilities among the partnership’s members.

The benefits of partnership can include: the delivery of services where they have never been delivered and often result in fewer resources being needed; resolved proprietary issues between organizations and agencies; a gain in ownership among all parties; establishment of a systematic and consistent approach to problem solving; provision of a cost savings; the potential for additional revenue generation; and, ultimately, increased services and satisfaction of common customers. Shared resources can increase maximum capacity-building capabilities and provide added resources to the programs and services of all participating partners.

Maintaining an Adult Education and Literacy Program

In the delivery of services to meet the program’s goals, the program must provide instruction that is evidenced by high quality while integrating the following elements:

- includes the Student Experience Model, or an adaptation,
- is based on standards framework,
- is based on research-based principles of adult learning, and
- uses student-centered, holistic approaches to teaching.

Additionally, programs must strive to provide professional development opportunities for their staff that meet both the programmatic needs and individual needs for professional growth.

Record Keeping

In the maintenance of an adult education and literacy program, a critical element is record keeping. The use of data to drive decisions is paramount in an effective program. Therefore, programs must maintain accurate program, staff, and student data records including but not limited to:

- enrollment information
- placement and progress testing
- contact hours/attendance
- retention rates
- HSED completions
- exit follow-up information
- certification of teachers
- fiscal expenditures

This data drives the performance, which in turn guides the funding. In addition, data determines the professional development provided at the local and state level. Further information on specifics related to student data is contained in the current year Assessment Policy and Section V—System Accountability.

Transitioning to the Workforce Innovation and Opportunity Act

Through the evaluation of proposed rules, there are several elements of the WIOA that will require adult education and literacy programs to transition to in program services. Identified areas include but are not limited to data collection, One-Stop Center core partner alignment, and the application of Integrated Education and Training.

To assist in the implementation, several vision statements have been released—TEGL No. 19-14: Vision for the Workforce System and Initial Implementation of WIOA and OCTAE 15-3: Vision for the One-Stop Delivery System under the Workforce Innovation and Opportunity Act (WIOA). These documents are intended to help guide leadership in making the transition to WIOA. In addition, the WIOA Quick Start Action Planner (QSAP) was developed and released as an interactive, self-paced assessment tool designed to help leaders at all levels of the public workforce system plan for this transformation and prepare for implementation of WIOA. The QSAP can help identify areas of strength and focused areas for improvement during this transition to connect programs to targeted resources that can help plan effectively.

Integrated Education and Training

A key shift in the definitions for adult education and literacy has been the term, Integrated Education and Training in WIOA Section 203 (11) as: *A service approach that provides **adult education and literacy activities** concurrently and contextually with **workforce preparation activities** and **workforce training** for a specific occupation or occupational cluster for the **purpose of educational and career advancement**.* (Highlights added.)

The required components for Integrated Education and Training has been identified and as:

1. Adult Education and literacy activities as described in **463.30**
2. Workforce preparation activities as described in **463.34**, and
3. Workforce training for a specific occupation or occupational cluster, which can be any of the training services defined in section **134(c)(3)(D)** of WIOA.

The specific allowable services, as defined in statute and proposed regulation for each of these components are included:

463.30—Adult Education and literacy activities:

- a. Adult Education
- b. Literacy
- c. Workplace adult education and literacy activities
- d. Family literacy activities
- e. English language acquisition (ELA) activities (defined in 463.31)
 - i. Designed to help eligible individuals who are English language learners to achieve competence in reading, writing, speaking, and comprehension of the English Language
 - ii. That leads to attainment of a secondary school diploma or equivalent; transition to post-secondary education/training; or employment

- f. Integrated English literacy and civics education (defined in 463.33 and 463.70)
 - i. 463.33(a): Services that provide EL learners who are adults, including professionals with degrees or credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively in society as parents, workers, and citizen.
 - ii. 463.33(b): Must include instruction in literacy and ELA, and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.
 - iii. 463.70(c): Such educational services must be delivered in combination with integrated education and training services as described in 463.36
- g. Workforce preparation activities or
- h. Integrated Education and training

463.34—Workforce preparation activities:

- i. Activities programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills including; utilizing resources; using information; working with others; understanding systems; skills necessary to transition into and complete postsecondary education, training, or employment; and other employability skills that increase an individual's preparation for the workforce.

134(c)(3)(D) of WIOA—Workforce training for a specific occupation or occupational cluster

- (i) Occupational skills training, including training for nontraditional employment
- (ii) On the job training
- (iii) Incumbent worker training in accordance with subsection 134(d)(4)
- (iv) programs that combine workplace training with related instruction, which may include cooperative education programs
- (v) Training programs operated by the private sector
- (vi) skill upgrading and retraining
- (vii) entrepreneurial training
- (viii) transitional jobs in accordance with subsection 134(d)(5)
- (ix) job readiness training provided in combination with services described in any of clauses (i) through (viii)
- (x) adult education and literacy activities, including activities of English Language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii), and
- (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

To integrate these components through the program and instruction and offer concurrently and contextually such that:

- a. Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce prep activities, and workforce training activities are:
 - 1. Instructionally balanced proportionally across the three components, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals
 - 2. Occur simultaneously, and
 - 3. Use occupationally relevant instructional materials
- b. The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce prep activities, and workforce training competencies, and the program activities are organized to function cooperatively.

The proposed rules clarified what it means for an Integrated Education and Training program to meet the requirement that the program be “for the purpose of educational and career advancement.”

A provider meets the requirements for educational and career advancement if:

- a. The adult education component of the program is aligned with the State’s content standards for adult education as described in the State’s Unified or Combined State Plan; and
- b. The integrated education and training program is part of a career pathway.

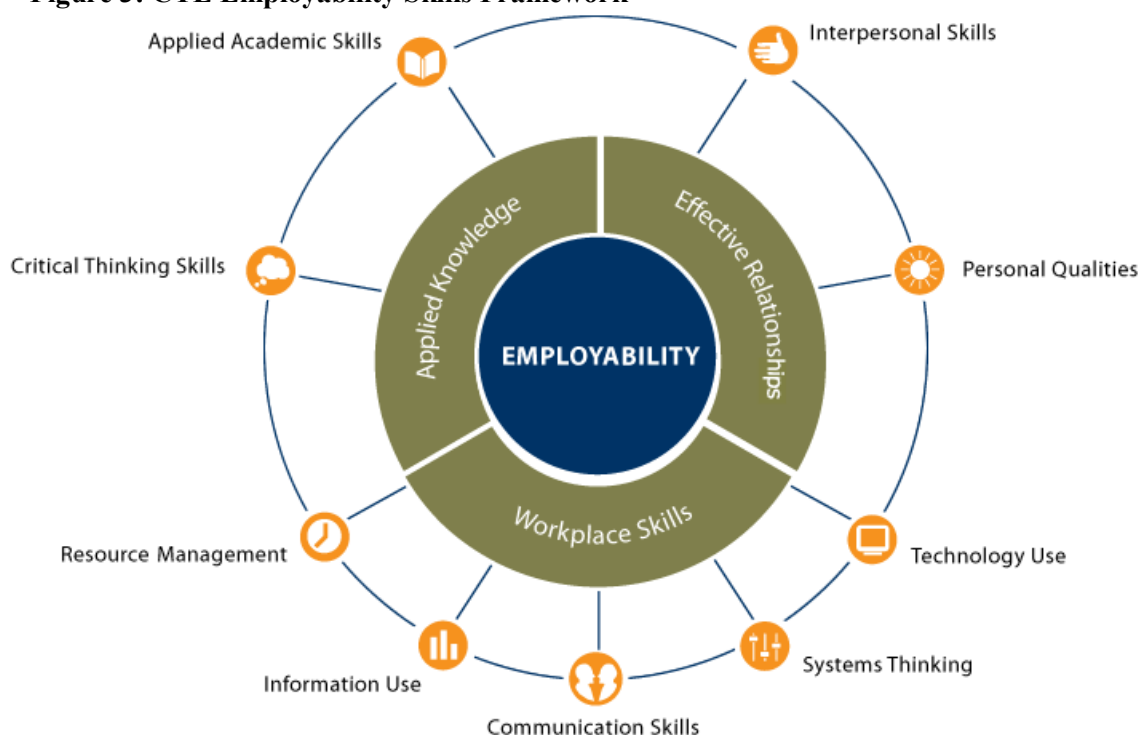
Full implementation of the components to meet the identified requirements will require a shift in adult education and literacy’s typical service approach. This shift will take time and require significant planning. Efforts to address each component through professional development activities are under-way with **Integration and Alignment, Career Pathways** and **Standards in Action 2.0**.

Workforce Preparation Activities

Activities are being defined as programs or services designed to acquire a combination of what has been defined as “employability skills”. Employability skills are a critical component of college and career readiness, and the education and workforce communities are increasing their focus on how these skills can be embedded into instructional practices at all levels and in all content areas. Often these skills have been taught in stand alone workshops or add-ins just prior to exiting the program. WIOA is intending to shift this practice.

The Employability Skills Framework, an initiative of the U.S. Department of Education, defines employability skills as the “general skills that are necessary for success in the labor market at all employment levels and in all sectors.” These skills fall into three categories: applied knowledge, effective relationships, and workplace skills.

Figure 3: CTE Employability Skills Framework



Employability skill standards are captured in the Iowa Core—21st Century Skills. In combination with the College and Career Readiness Standards, teachers have a full range of standards to incorporate into their lesson planning. Since employability skills are not intended to be taught alone, these standards can be emphasized through integration with academic and technical skill instruction. Other guidelines to keep in mind when teaching employability skills include:

- Documenting employability skills that are embedded in classroom practice helps students to realize the connection between education and employment.
- Opportunities exist for teachers to integrate employability skills (standards) in everyday lessons, at every level and in every content area.
- Development of employability skills does not occur in one or two classes, but grows during a student's educational career.
- Classroom activities can emphasize various employability skills, but not all skills can be addressed in every class.

The Lesson Planning Checklist from the Employability Skills Framework is a tool to support the instruction and assessment of employability skills and 21st Century standards. Teachers can use it to document how employability skills are being reinforced in the classroom as a planning and reflection tool and as a vehicle for communicating with students and other stakeholders. Local programs can use the tool to guide curriculum development, classroom observations, and professional development activities and as confirmation of classroom practice.

Career Pathways

By highlighting career pathways in the Purpose of the WIOA, it is clear that the development and integration of career pathway activities within adult education and literacy instruction is an important, and required concept. To provide more than just workforce training, more than just one integrated course that leads to a credential, programs must explore their ability to become engaged in the delivery of career pathways. Career pathways are a series of career ladders and lattices that allow students to advance their skills and careers over time. Pathways must consider the specific credentials and skill gains students need to advance into both the workplace and the next level of education and training. The use of the phrase “through career pathways” implies a number of programming and instructional techniques including contextualized (job skills) content, bridge programming, integrated adult education and skill training modules, and other important career pathway structural elements.

Career pathways help people earn postsecondary credentials, find middle-skill jobs, and advance their careers by aligning education, job training, and basic support services so that individuals can build their skills even as they continue to work and support their families. People participating in career pathways should be able to move seamlessly across programs to continuously improve their employment and earnings potential. While career pathways are meant to serve people at different skill levels, they are particularly important for providing low-skilled individuals with access to a set of skill-building services that can help them succeed in middle-skill jobs. Career pathways also help employers by providing them with skilled workers required to sustain and grow their businesses. Career pathways are required as a key skills strategy for states under the new Workforce Innovation and Opportunity Act (WIOA).

The state has been working with an advisory group to define a statewide definition for career pathways, aligned to WIOA and other federal and state programs. Below is a draft copy of that definition.

A **career pathway** organizes rigorous and high-quality education, training, and other services related to a targeted industry cluster to meet the education and skill needs of the region and state, and the particular needs of an individual, all in the context of workforce preparation. This is achieved through collaboration between industry partners and support partners within a sector partnership.

A career pathway must include advising and support services to identify education and career needs and goals to meet the needs of individuals with or without a need for relevant reasonable accommodations. To meet the needs of all individuals, a career pathway must be equipped to effectively:

- enable an individual to attain a secondary school diploma or its recognized equivalent and at least 1 recognized postsecondary credential;
- prepare an individual to be successful in a full range of secondary and postsecondary education options, including apprenticeships;
- help an individual enter and advance within a specific occupation or occupational cluster;

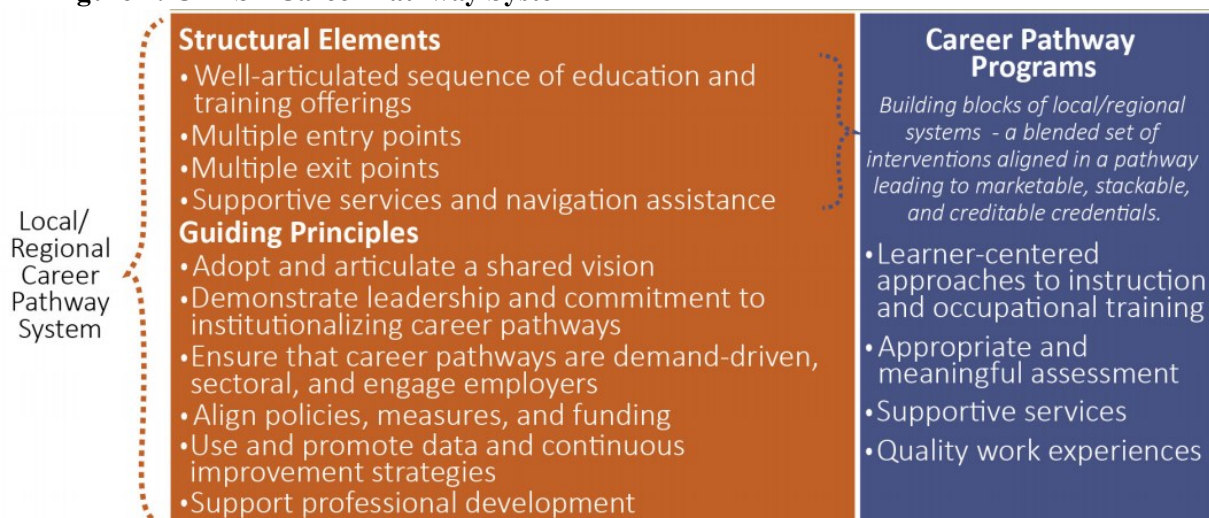
Attention shall be given to strategies and approaches which accelerate the educational postsecondary credential attainment and career advancement of the individual to the extent practicable. Such strategies may include, but is not limited to, the concurrent delivery of adult education and eligible postsecondary education programs, and “bridge” curricula which connects adult and basic education to workforce preparation programs and integrates education and training to allow students to advance in their education and

In addition to the state definition Chapter 23-Adult Education and Literacy Programs section 4 has guidance on the role programs have in career pathways.

281—23.4(260C) Career pathways. Adult education and literacy programs may use state adult education and literacy education funding for activities related to the development and implementation of the basic skills component of a career pathways system.

23.4(1) Collaboration. Adult education and literacy programs shall coordinate with other available education, training, and social service resources in the community for the development of career pathways, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, social service agencies, business and industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries.

23.4(2) Use of state funds. Only activities directly linked to adult education and literacy programs and instruction shall be funded with moneys received from state adult education and literacy funds. Consideration shall be given to providing adult education and literacy activities concurrently with workforce preparation activities and workforce training for the purpose of educational and career advancement.

Figure 4: CLASP Career Pathway System

The career pathway approach is important for underprepared students, because it incorporates and integrates best-practice service models, such as: participant-focused education and training; consistent and non-duplicative assessments of participants' education, skills, and assets/needs; support services and career navigation assistance; and employment services and work experiences that have been shown to help underprepared youth and adults obtain postsecondary credentials and good jobs. The career pathway approach also incorporates sector strategy principles by deeply engaging employers to increase the relevancy and labor market value of participants' skills and credentials, which in turn improves participants' employment prospects.

Policies

Policies change as needed to comply with state and federal guidelines. Below is a description of the policies that are currently in place.

Student Eligibility Policy

Federal

As defined by the Workforce Innovation and Opportunity Act (WIOA), Title II, Adult Education and Family Literacy Act, "adult education" includes services or instruction below the postsecondary level for students who:

- A. have attained sixteen years of age;
- B. are not enrolled or required to be enrolled in secondary school under state law;
- and
- C. who –
 - i. is basic skills deficient;
 - ii. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - iii. are unable to speak, read, or write the English language.

Services and instruction may be provided to individuals sixteen, seventeen, and eighteen years who meet the requirements above. Additionally, in order to satisfy requirement B., the student must:

- A. provide documentation of official withdrawal from school on official school letterhead signed by superintendent or designee, or
- B. provide written evidence of a high school diploma.

Documentation of official withdrawal or a copy of the diploma must be verified prior to enrollment and must be kept on file with other required student records (i.e., standardized assessment and other test records).

Federal adult education legislation does not specify the need to prove legal status of foreigners as a condition for enrollment in adult education classes. Thus, it is not necessary for foreigners to present passports, visas, work permits, or social security cards to prove legal status in order to enroll. However, **foreign students (with F-1 or F-2 visas) enrolled in universities or private English language institutes may not simultaneously enroll in publicly funded adult education programs.** English as a Second Language (ESL) students who have completed postsecondary education in another country, but lack basic English language skills may enroll in AEL programs (as long as they do not have an F-1 or F-2 visa).

The WIOA does not require that individuals demonstrate that they are legal residents of the United States as a condition of enrollment in programs. Thus, it is not necessary or appropriate for individuals to present passports, visas, work permits or social security cards to prove legal status in order to enroll. Individuals from other countries need only to satisfy the same requirements as others with the exception listed in this section.

State

In Iowa, the eligibility of an adult education and literacy participant has been defined by administrative code, Chapter 23:

281—23.5(260C) Student eligibility. A person seeking to enroll in an adult education and literacy program shall be at least 16 years of age and not enrolled or required to be enrolled in a secondary school under Iowa Code section 299.1A and shall meet one of the following eligibility requirements:

1. Lacks sufficient mastery of basic educational skills to enable the person to function effectively in society, demonstrated by a score of Adult Secondary Education (Low) or lower in at least one modality;
2. Does not have a secondary school diploma or a recognized equivalent; or
3. Is unable to speak, read, or write the English language.

The Iowa Adult Education and Literacy program requires that all persons shall have equal access to its programs, facilities and services without regard to race, color, creed, religion, national origin, sex, age, marital status, disability or sexual orientation. It does not discriminate in admission to its programs, services or activities; in access to them; in treatment of individuals with disabilities; or in any aspect of operations. It does not discriminate in:

- Admission and access to its programs, services, locations or activities,
- Treatment of individuals with disabilities, or
- Any aspect of their operations.

A qualified individual with a disability is defined by the Americans with Disabilities Act (ADA) as: *“... an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity.”*

Students who present documentation of their disability have a right under the Americans with Disabilities Act (ADA) to request reasonable accommodations. Depending on the type of disability, the **accommodations for classroom instruction and testing** may include (but are not limited to):

- Extended time for learning and testing,
- Private settings free of interruptions and distractions for learning and testing,
- Frequent breaks or change of activity,
- Calculators,
- Spell checkers,
- Word processors,
- Audiotapes of presentations, texts, and tests,
- Enlarged print,
- Braille texts,
- Readers,
- Note-takers or scribes for learning and testing,
- Sign language interpreters,
- Assistive listening devices, and/or
- Furniture or room modifications to accommodate wheelchairs, etc.

Information on CASAS accommodation may be obtained through CASAS: [Guidelines for Providing Accommodations Using CASAS Assessment for Learners with Disabilities](#). Many adult learners state that getting a High School Equivalency diploma (HSED) is their primary reason for entering adult education programs. For information on applying for HSED accommodations refer to hiset.ets.org. Information is also maintained on the Iowa Department of Education AEL website.

At a minimum students should be screened for potential learning disabilities. The following questions are examples:

- Do you think you have trouble learning?
- What are your hardest subjects?

If students answer positively, the appropriate investigation should occur to determine how best to serve the student in the program. Refer to Section IV—Instructional Services for more information on initial screening,

In order to provide the best possible services, AEL programs should identify individual differences through appropriate screenings and assessment, then find and implement the appropriate adaptations, accommodations, and instructional strategies to help students progress. The policy for serving adults with disabilities has been included in the eligibility policy and should be implemented accordingly by programs.

Confidentiality and Personally Identifiable Information Policy

Pursuant to the Federal Education Rights and Privacy Act (FERPA) and other applicable state and federal laws, confidentiality of adult education and literacy student records is a priority.

FERPA requires that, with certain exceptions, education agencies obtain written consent prior to the disclosure of personally identifiable information (PII) from a student record. However, FERPA allows education agencies to disclose appropriately designated “directory information” without written consent, unless the student has advised the agency to the contrary in accordance with agency procedures.

- A. All local AEL programs are responsible for ensuring that TE® data entry is completed only by authorized staff. Authorized staff must maintain their own login information (e.g. username, password) and keep the information secure. It is strongly encouraged that coordinators have on file a signed *Personnel Confidentiality Agreement* for every staff or faculty member that has access to confidential information.
- B. Appropriate measures must be taken to ensure confidential student records are protected from loss, theft or other compromise. Student records may be transported to approved TE® data entry sites, ensuring their confidentiality and safety at all times. Student records may not be taken to a public location (e.g. staff member's home, other non-AEL work location). If there are any doubts to the security and confidentiality of information refer to the FERPA Facts.
- C. Secure (encrypted) transmission methods must be used when transmitting student data electronically. Data containing personally identifiable information (PII) cannot be stored in cloud storage such as Google Docs, Dropbox, iCloud, or OneDrive. Data specialist responsible for PII, or other data, should designate where sensitive information should be stored. Generally sensitive information is stored in approved folders on the program's secured server.
- D. Strictly confidential information regarding a student cannot be discussed, nor can any record be shared without a written release of information. If a student discloses any of the following types of information (verbally or in writing), legally that information is to be considered strictly confidential and therefore "private."
 - Disclosure of a diagnosed learning disability;
 - Disclosure of previous status as a "special education" student;
 - Disclosure of any other type of diagnosed physical or mental disability;
 - Disclosure of a diagnosed medical condition;
 - Disclosure of use of any prescription drugs;
 - Disclosure of history of drug/alcohol abuse and/or treatment;
 - Disclosure of status as HIV positive or of having the AIDS virus;
 - Official transcripts including HSED scores.
- E. Filing cabinets or drawers containing strictly confidential information must be labeled as "**Confidential.**" These files must not be accessible to students, staff, or faculty, and a log should be maintained to record when confidential files are accessed.
- F. Strictly confidential information files should be maintained at the local program level for a period of not less than three years and must be shredded when discarded. Refer to the Assessment Policy for additional information.

Assessment Policy

Federal guidelines have stated that assessment procedures to fulfill the accountability requirements of the Workforce Innovation and Opportunity Act (WIOA) must be valid, reliable and appropriate. As noted in Chapter 23—Adult Education and Literacy Programs section 8 Performance and Accountability, a key performance indicator is identified as compliance with the assessment policy:

Compliance. Adult education and literacy programs shall adhere to the policies and procedures outlined in the state assessment policy. Data shall be submitted by the tenth day of each month or, should that day fall outside of standard business hours, the first Monday following the tenth day of the month. All adult education and literacy programs shall comply with data quality reviews and complete quality data checks as required to ensure federal compliance with reporting.

Refer to the Assessment Policy for additional information.

Concurrent Enrollment Policy

This policy is still being developed and will consist of two distinct elements—concurrent enrollment with core partners; and concurrent enrollment educational and training programs.

Dual Enrollment with Core Partners

WIOA Requires eligible providers to state in their application for Title II funds how they will align with the local workforce plan, including how they will promote co-enrollment.

- A. a description of how the eligible provider will provide services in alignment with the local plan under section 108, including how such provider will *promote concurrent enrollment in programs and activities under title I, as appropriate.* **(Section 232. Local Application)**

This work will be established in the service agreement modeled at the state and developed at the local level as appropriate to the needs and program issues during this transition period.

Concurrent Enrollment with Education and Training Programs

From the Office of Career and Technical Education (previously OVAE) a program memorandum was released in June, 2010 that supports the continued efforts as outlined in WIOA concerning concurrent enrollment:

There is no prohibition in AEFLA against enrolling an individual who is participating in an adult education program funded under AEFLA in occupational training for which postsecondary credit may be earned. No statutory prohibition in AEFLA prevents a participant in a program funded by AEFLA from co-enrolling in such training at any level. AEFLA does, however, prohibit enrolling students in AEFLA-supported adult education if those students are still enrolled or required to be enrolled in secondary school (see section 9202(1)(B) of AEFLA).

Preliminary definitions and guidance for concurrent enrollment for adult education and literacy students would include the following:

Definitions

Concurrent enrollment occurs when an adult student is enrolled in two educational institutions at the same time receiving educational programs, services and/or benefits from each. These services may include courses, support services, facilities and equipment, or other services necessary to succeed within the continuum of education in Iowa.

Guidance

It is the expectation that adult concurrent enrollment opportunities are available and encouraged. When concurrently enrolled, the student has all the rights, privileges and responsibilities inherent in his or her relationship to both institutions. Concurrent enrollment may be at the college level or the academic foundations level. An AEL student is considered concurrently enrolled when the student is enrolled in AEL course work and also enrolled in at least one of the following: general education courses, or technical programs/courses. *A student's AEL course work must not include the academic subjects for which the student is enrolled in college courses or technical programs/courses and paying tuition.* No college credit would be awarded for AEL course work.

Distance Education Policy

This policy defines distance education for adult basic education programs in Iowa and provides guidelines by which programs can report adult learners' distance education hours to the National Reporting System (NRS) using the state approved data management system (TE®). The goal of this policy is to describe the types of activities approved for distance education and outline the requirements and procedures for reporting distance education activities.

- Policy One— A student is classified as a distance learner if the majority (51% or higher) of the student's hours earned in a program year are derived by his or her participation in distance learning activities. However, a student's hours in both distance and classroom activities must be reported into the data management system (TE®).
- Policy Two— Only Iowa Department of Education, Division of Community College approved distance education curricula may be used for reporting distance education activities.
- Policy Three— All potential adult basic education distance education students must be assessed in accordance with the Iowa Assessment Policy.
- All pre- and post assessments must be administered in a proctored, face-to-face setting.
 - All students must be pretested prior to 12 hours of instruction.
 - Distance education students are subject to the same post-test instructional hour intervals as traditional learners.
- Policy Four— Programs must use TE® to report distance learner activities by setting up distinct classes in the system to track activities. Endorse the field "Distance Learning" under the "Special Programs" section on the Entry record associated with the learner's distance education class. Do not indicate "Distance Learning" on the Exit record. All distance education hours, both contact hours and proxy hours, are to be reported and recorded in Table 4c.

Refer to the [Assessment Policy](#) for additional information.

State Data Match Policy

The state of Iowa uses data matching as the methodology to follow up on core measures. The Social Security Number (SSN) of the student will be used to match data with Iowa Workforce Development (IWD) unemployment insurance (UI) records and other records used by IWD.

- Policy— All AEL programs are to ask all students for their social security number during the admission process. Student social security numbers will be entered into TE® Enterprise and will be used for the state data match follow-up report of student employment, entry into postsecondary education and training, and HSED completion.

The SSN of the individual student is used by the State Adult Education and Literacy (AEL) program only to search records to match and is not released to any other third party individual or agency. Therefore, accurate SSNs are critical to the success of the data matching process. Local programs are responsible for checking enrollment information for missing or invalid SSNs and are prohibited from "making up" a SSN for a student. If a student fails to provide his/her SSN, local programs should follow up with the student to obtain the SSN.

While SSNs are not a requirement of participation in WIOA Title II programs, adult education programs must attempt to gather Social Security information from students. A student may refuse to provide his/her SSN to a local program; however, local program personnel will explain how this information is used and its importance in demonstrating program performance, as this makes the student's achievement non-reportable. This can be done by indicating to students:

1. The purpose(s) for requesting a social security number;
2. The fact that this data is kept confidential;
3. Student names and other personal identifiers are not disclosed in the federal reporting process; and
4. The need to have accurate data for outcome reporting to continued federal support for the program.

Refer to the Confidentiality and Personally Identifiable Information Policy.

Professional Development Policy

To assist instructors in becoming highly effective, administrative rules were adopted (Chapter 23—Adult Education and Literacy Programs) and became effective July 1, 2015.

281—23.7(260C) High-quality professional development.

23.7(1) Responsibility of program. Adult education and literacy programs shall be responsible for providing professional development opportunities for professional and volunteer staff, including:

- a. Proper procedures for the administration and reporting of data pursuant to rule 281—23.8 (260C);
- b. The development and dissemination of instructional and programmatic practices based on the most rigorous and scientifically valid research available; and
- c. Appropriate reading, writing, speaking, mathematics, English language acquisition, distance education, and staff training practices aligned with content standards for adult education.

This section outlines certain responsibility of the program to assist instructors to:

- a. Acquire knowledge, skills, approaches, and dispositions;
- b. Explore new or advanced understandings of content, theory, and resources; and
- c. Develop new insights into theory and its application to improve the effectiveness of current practice and lead to professional growth.

The professional development system is an ongoing continuous improvement cycle. Through the system, strengths and weaknesses are identified on an individual and more importantly on a program/state wide scale. This identification allows for the best use of limited resources to address the greatest needs.

Figure 5: Professional Development Continuous Quality Improvement Model



Individual Professional Development Plan

The goal of professional development is quality programming and improved services to students. Effective professional development involves ongoing commitment to keeping knowledge, skills, and abilities relevant and up to date. Informed by research, professional wisdom, and data, participants realize the potential of learning communities while focusing on teaching and learning. Effective professional development is ongoing, job-embedded, integrated into organizational goals, and supported by the organizational structure. Creating a plan for individual professional development is a way to link program's performance to quality instruction. Because they support professional quality, individual professional development plans (IPDPs) are integrated into the Iowa Adult Education and Literacy professional development system. All staff are required to have a current IPDP.

Samples of an IPDP are included in the Appendix. While it is the intent to create a method for reporting this information in a timely manner to the state, the plans will be monitored and could be included in the mid-year status report. Regardless of current method of collecting the plan, all plans should include these four common elements:

1. Self-reflection
2. Goals
3. Strategies/resources for each goal
4. Timeline for each goal

In addition, as cited in Chapter 23—Adult Education and Literacy Programs, further guidance on the development and implementation of IPDPs is provided:

23.7(5) *Individual professional development plan.* Adult education and literacy programs shall develop and maintain a plan for hiring and developing quality professional staff that includes all of the following:

- a. An implementation schedule for the plan.
- b. Orientation for new professional staff.
- c. Continuing professional development for professional staff.
- d. Procedures for accurate record keeping and documentation for plan monitoring.
- e. Specific activities to ensure that professional staff attain and demonstrate instructional competencies and knowledge in related adult education and literacy fields.
- f. Procedures for collection and maintenance of records demonstrating that each staff member has attained or documented progress toward attaining minimal competencies.
- g. Provision that all professional staff will be included in the plan. The plan requirements may be differentiated for each type of employee.

Tracking Professional Development Hours

To ensure that professional staff are receiving not only relevant training and professional development associated with their duties, it is important to track those hours. As indicated by Chapter 23, it is the expectation that all should receive a minimum of 12 hours of professional development annually from July 1 to June 30, to align with the program year and funding. Without a current statewide system in place to track or help monitor this, it is the responsibility of each program to track and report back to the state the fulfillment of this requirement.

23.7(4) *Provision of professional development.* Adult education and literacy program staff shall participate in professional development activities that are related to their job duties and improve the quality of the adult education and literacy program with which the staff is associated. All professional development activities shall be in accordance with the published Iowa Adult Education Professional Development Standards.

- a. All professional staff shall receive at least 12 clock hours of professional development annually. Professional staff who possess a valid Iowa teacher certificate are exempt from this requirement.
- b. All professional staff new to adult education shall receive 6 clock hours of preservice professional development prior to, but no later than, one month after starting employment with an adult education program. Preservice professional development may apply toward the professional development requirements of paragraph 23.7(4) “a.”
- c. Volunteer staff shall receive 50 percent of the professional development required in paragraphs 23.7(4) “a” and 23.7(4) “b.”

New Instructor Training

As noted in 23.7(4)(b), all new professional staff are required to have an additional six hours of professional development relevant to their role and responsibility. An example for an instructional staff could include such professional development on “Motivating the Adult Learner;” “Teaching a Multilevel Classroom;” “Using Adaptive Learning in the Adult Education Classroom;” and “Blended Learning in Adult Education”.

Exceptions

As noted in 23.7(4)(a) there is an exception to the required twelve hours of annual professional development for professional staff, if that staff holds a valid Iowa teacher certificate. In addition, all requirements for professional development is reduced by 50 percent for volunteer staff.

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Iowa AEL Program Models

Programs have adopted various scheduling, intake, and delivery models for their classes. Some models are more effective than others for attracting and retaining students. Three instructional models are recognized by the IDOE Adult Education and Literacy: Managed, Open Entry/Open Exit, and Tutoring. Programs should ensure that they use the model that best meets the needs of the targeted student population. Although programs are free to select the models that will be used, the state is committed to increasing the number of managed classes offered statewide.

Retention is crucial to student success; therefore, it is imperative that programs incorporate structure, evidence-based strategies and practices that encourage student motivation, persistence and achievement. The development of a student experience model is based on student retention research. The framework was designed to:

- promote the development of systematic processes, procedures, and program components that enhance the quality of literacy services and increase student retention; and
- help local programs meet the standards and benchmarks and the accountability requirements.

Instructional Models

How a program schedules classes is an important variable impacting student successes. Scheduling features affecting the success of students include:

- Duration (how many weeks/months per program year the class is open)
- Intensity (how many hours/weeks of instruction are available)
- Schedule (whether students begin and end the class at the same time or enroll and exit constantly)

In order for students to make progress toward their goals, programs of sufficient duration and intensity must be established. To demonstrate academic progress, a minimum of 40 hours is required by the test vendor with a recommendation of 70 to 100 hours of instruction is recommended. The program's schedule also affects organization and instruction delivery. Local programs are encouraged to provide appropriate scheduling methods based on the needs of students.

Managed Enrollment Classes

Managed classes have an established cycle with a start and end date. It is expected that student attendance policies will be in place, explained to students, and enforced; for example, students may miss no more than a specific number of classes and must re-enroll if they exceed the allowed number of absences. Classes that utilize the managed structure offer scheduled, well-advertised registration and assessment days and times at regular intervals. New applicants are asked to come for registration at those appointed times. Managed enrollment classes should provide instruction in the contexts of community, worker, and family. Learning is contextualized when instructional content, methods, and materials are related to the learner experiences and environment. Learning occurs best when context is embedded in instruction, when the skills or knowledge can be quickly applied in daily life, and when learners can construct personal meaning. For further information: [Managed Enrollment: An Opportunity to Reininvigorate the Adult Basic Education Experience](#)

Note: All managed classes must meet for a minimum of 5 hours a week.

Short-Term and Special Topic Classes

Some managed classes are specifically designed to address integrated education and training that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Short-term classes work most effectively when they are established around a particular level (such as beginning literacy, advanced ESL, high adult secondary) or around a special topic (such as college readiness, work readiness, citizenship, essay writing, phonics, or digital literacy).

Because of their limited duration, short-term classes need to be of sufficient intensity (offering enough hours/week) in order for students to show progress. It is important to build in sufficient contact hours to meet recommended post-testing guidelines

Open Entry/Open Exit (Continuous Enrollment) Classes

Many adult education and literacy classes are organized as an open entry / open exit class. They are either in operation year round or throughout the program year with shortened hours during the summer. Many students enroll, exit the class, and even re-enroll at various times throughout the program year. Thus, even though the class may have a sufficient duration, students may not stay long enough or consistently enough to make progress. In these *open entry/open exit* classes (sometimes referred to as *continuous enrollment*) there are no set beginnings and endings of study terms, no mandatory start/finish times, and no set testing periods. Students enroll or exit at their convenience and take post-tests when they have completed a minimum of 40 hours between assessments.

Tutoring Classes

Adult education and literacy programs often try to manage the comings and goings of participants by establishing a learning lab setting. These open sessions, to make up hours or to accommodate difficult scheduling issues are considered tutoring classes. In such a setting, it is easy to fall into a pattern of testing, prescribing materials, worksheets, textbooks or other independent study materials. Not all students are capable of finding success working independently.

Student Experience Model

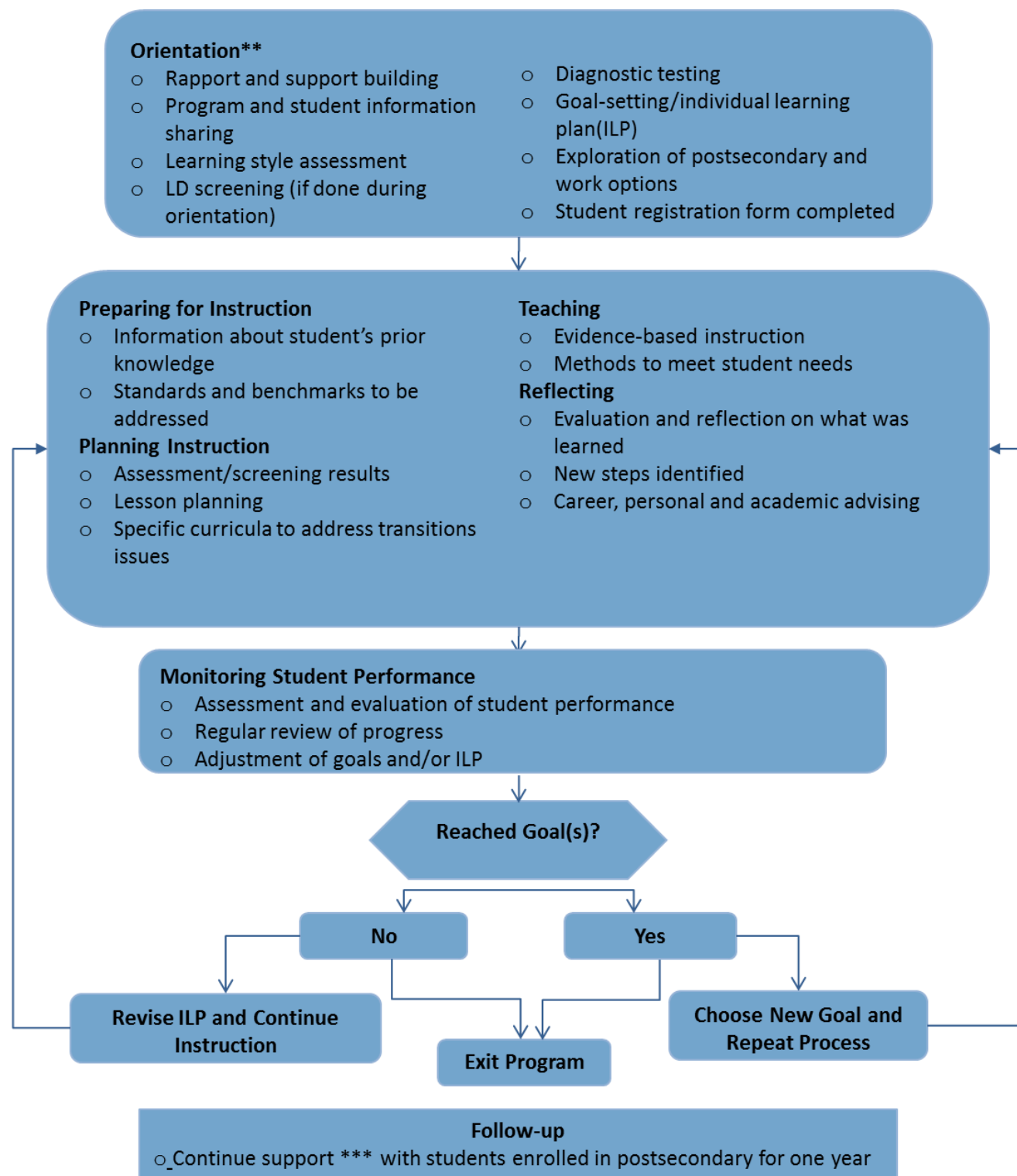
The Student Experience Model represents good practices employed by adult education and literacy programs. It delineates the sequence of events that a student encounters as he/she goes through the educational process. Variations in the model exist based upon program structure and student needs. Intervention and referral to other services may occur at anytime during the student's experience in an adult education and literacy program. The Model describes more than just the intake process by tracking the student's progress, their revised learning plan and ultimate exit from the program.

A chart of the elements of the Student Experience Model is included on the following page. The chart shows the elements of the model as separate and distinct. However, based on the variety of student needs and services available in an adult education and literacy program, some of these elements may overlap or blend together. With the implementation of WIOA, elements of delivery and the flow of processes with core partners might be reviewed and lead to refining local program models.

In addition, a Workplace Education Model is included in Section IV. This model may be followed for adult education and literacy classes offered at worksites, especially when services have been customized to meet the employer's needs.

Figure 6: Student Experience Model

Student Experience Model*



*The Student Experience Model may vary based upon program structure and student needs.

**Intervention and referral to other services may occur at anytime during the student's experience in an AEL program.

***Support –defined as academic intervention per the concurrent enrollment policy

July 2015

Orientation

The purpose of orientation is to ensure that all prospective students are provided with the information and assistance that they need to make informed decisions about their participation in ABLE. Some individuals may have been away from the educational process for a long time, so orientation is a way to reintroduce the learning process and to acquaint participants with AEL in Iowa.

In general:

- All students receive an orientation that takes place at a time other than during instructional time.
- The required components of orientation include rapport and support building, program and student information sharing, learning style inventory, initial goal setting, and locator and/or initial appraisal assessment.

Local funded programs may determine the order of required orientation activities and programs may find it beneficial to combine some of the activities. However the following orientation features are expected:

- Orientation is expected for all persons interested in participating in an adult education and literacy program.
- All adult education and literacy funded programs are expected to implement a formal, separate student orientation that includes the orientation activities detailed on the following pages.
- Orientation is expected to be facilitated by qualified, knowledgeable professional staff.
- Orientation is expected to be offered at scheduled intervals to support managed enrollment.
- The length of orientation is expected to reflect the goals of the local program and the needs of the students.

Orientation activities

The following activities are described as individual elements, but can often be blended and revisited throughout the intake process:

Rapport and Support Building — This includes activities (e.g., icebreakers, motivational videos, student success stories, group activities, mini-lessons) that help the student build confidence, feel comfortable, establish relationships, identify support systems, and increase the level of trust and motivation.

Program and Student Information Sharing — Program staff and the student exchange information so that the student may make an informed decision about participation in an adult education and literacy program. This includes:

- program information — oral and written information about the program's goals, services, structure, delivery, organization, policies, procedures, schedules, referral and support services, the instructor's role, and the program's expectations of the students **Note:** It is important to introduce the purpose of the pre and post assessment, and the standards and benchmarks to students during orientation so that they may be aware of the ways in which learning will be assessed, monitored, and documented.
- student information — student contact information (i.e., name, address, telephone number, and student Social Security Number) and other demographic data including student contract and release of information

Learning Style Inventory — An inventory is to be administered that identifies the student's preferred style of processing information. **Note:** for special populations such as ESL or students with special needs, it may be more appropriate to administer the inventory at a time other than during orientation. The program may choose the learning style inventory it wants to use.

Goal-setting Instruction — This includes basic instruction on how to set goals. (See the Goal- Setting portion of this section for further information.)

Initial Assessment — Programs should administer instruments for the purpose of determining the student's estimated skill level and the appropriate diagnostic testing level for the entering student. (See the [Assessment Policy Guidelines](#) for exceptions and further information.)

Initial Screening for Learning Disabilities — Some programs may choose to conduct a screening for possible learning disabilities during orientation. The purpose of screening is two-fold. The results from the screening can be used by program staff and the learner to decide whether the learner should be referred for further testing. Screening instruments cannot diagnose a disability. Diagnostic testing, which is often costly, must be conducted by a qualified professional, such as a psychologist, clinician, or educational diagnostician. This professional must be someone who is licensed to administer psycho-educational batteries that determine the presence of a learning disability. This diagnosis allows the individual to obtain certain accommodations for HiSET™ testing, in higher education settings, and in the workplace. While few adult learners will choose to pursue diagnostic testing, all adults with specific learning disabilities can benefit from instructional adaptations that allow them to achieve their goals. Local funded programs must choose a learning disability screening instrument to utilize. However, the instrument selected and the process of how students will be screened is a programmatic decision.

If a program participates in a screening practice, a formal policy needs to be established detailing which of the three options the program prescribes:

Option 1: Screen all students (no consent form needed).

Option 2: Develop criteria for screening students for the probability of learning disabilities and apply the criteria consistently (consent form required).

Option 3: Screen all students with one instrument and follow-up with a more extensive screening with those who score high on the initial screening (consent form required for secondary screening).

Programs need to complete and retain the Special Needs Form that apply for each student who is screened and/or diagnosed with learning disabilities or other special learning needs (i.e., vision and hearing problems). If a program is not screening all students, but is selective, then an informed consent from the student must be obtained before legally proceeding. The consent form should contain the following information:

- The name of the screening test(s)
- The interval of time for screening
- The purpose of screening
- Who will see the results
- How will the results be used
- Where the protocol forms will be stored and for how long
- The learner's signature and the date
- The program representative's signature

The learner should be given a copy of the informed consent form and the program should keep the original on file. **Note:** Disability related information should be kept in separate files with access limited to appropriate personnel. Documentation of disability should be held by a single source within the institution in order to protect the confidentiality of persons with disabilities by assuring such limited access.

Note: Based on the objective, focus of the program, program structure, student demographics, and other factors, programs may choose to expand orientation by adding additional topics or activities. Suggestions include:

- HiSET™ testing information
- career interests/needs assessments
- additional diagnostic assessments
- problem-solving strategies
- reading comprehension strategies
- skills and interests inventories
- workplace assessments
- study/test taking strategies
- time management techniques

Registration and Enrollment

A student is registered once he/she has made an informed decision to participate in an AEL program — usually at the end of orientation. At that time, the following data must be properly and completely collected and recorded in the management system database:

- Demographic data
- Primary and secondary goals
- Pre-test scores
- Class assignment
- Signed informed consent form

For more detail on data collection, see [Iowa's Data Dictionary PY 2016](#).

By the time of registration, students should have been informed of follow-up procedures including use of a Social Security number to determine attainment of employment, secondary school diploma or HSED and/or postsecondary education. At this time, students should be asked to complete the Student Release Form.

Enrollment means that a student has received a minimum of 12 hours of service in an adult education and literacy program. Until an individual has received 12 hours of service, he/she is considered a participant rather than an enrolled student. Only enrolled students are counted for federal tables and the local program enrollment goal.

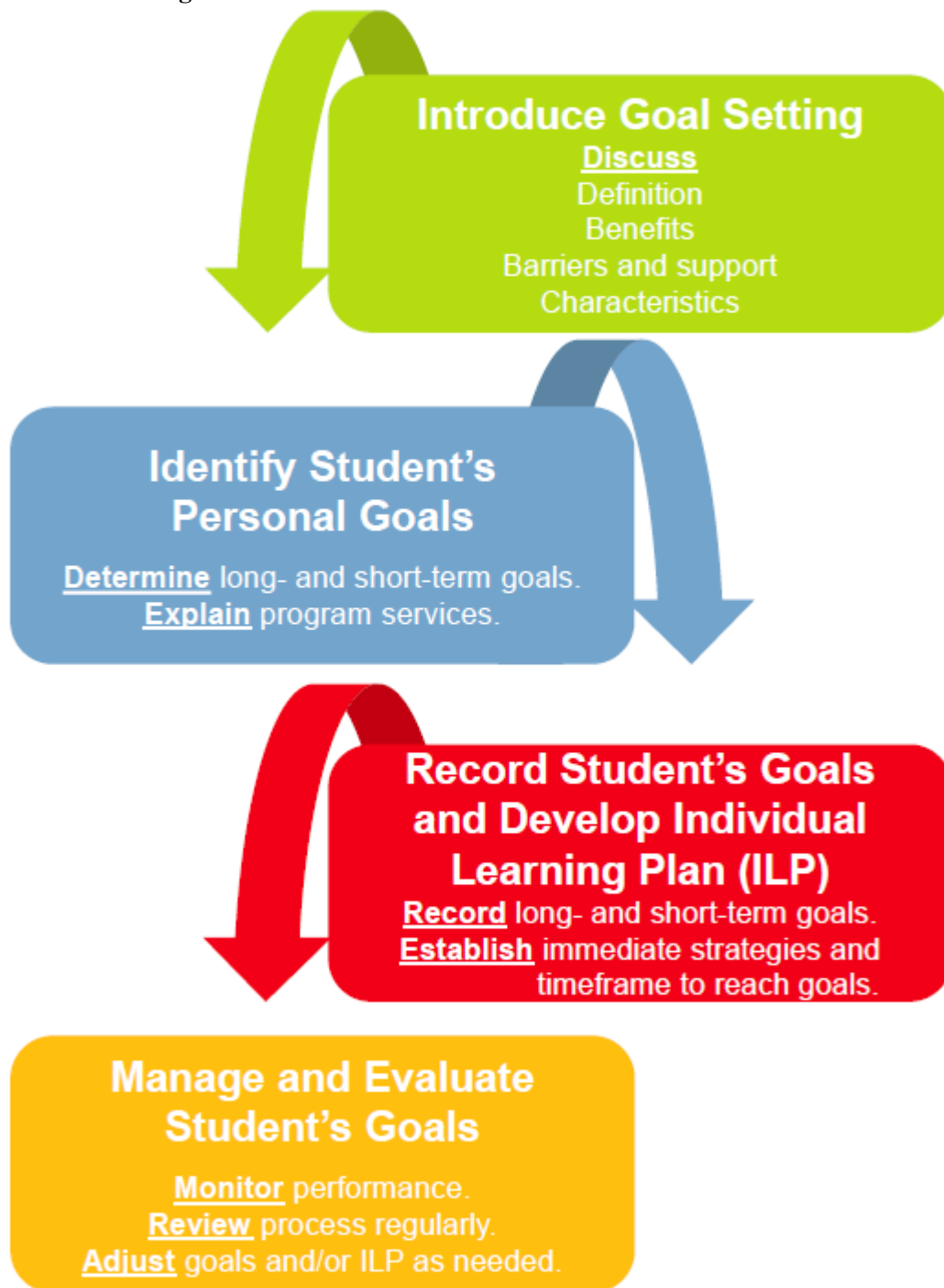
All required information collected on the student intake must be entered into TE® along with hours of attendance according to the Assessment Policy Guidelines

Goal Setting and Individual Learning Plans

Goal setting is one of the most important processes of any learning experience. This ongoing process begins during orientation, extends into the creation of the student's individual learning plan and continues throughout instruction as the student progresses. A chart illustrating the Goal-setting Process can be found on the following page.

Student implications:

- If students have a clear vision of where they are going and the steps they will take to get there, they will be motivated to stay in the program.
- Goals provide long-term vision and short-term motivation by helping students measure progress/level completion and take pride in their achievements.

Figure 7: Goal Setting—A Collaborative Process

Program implications:

- Program performance is assessed by comparing students' outcomes to their achievement. For example, in examining employment measures, a rate or percentage is computed by dividing the number of students who obtained a job by the total number of students who were placed in the cohort of "obtain a job." A student is placed in this cohort if they are unemployed and looking for a job upon entering the program.
- Success in meeting program objectives may be increased by helping students set realistic goals that are achievable within the program year.

The goal-setting process usually occurs during an interview phase with the student and a case manager or navigator to provide an opportunity to help students translate their personal goals into goals that can be achieved through adult education and literacy. Every effort should be made to:

- Determine students' long-term goals. — Beyond their participation in adult education and literacy. This should be their major, overarching goals.
- Explain program and community services. — Program staff should inform students of available services and discuss how the services may help the students reach their long-term goals.
- Establish S.M.A.R.T. goals. — Program staff should help the students identify goals and explain how these goals will be measured and documented. These goals should have a timeframe established. established after diagnostic testing has occurred.

To retain students, it is important for programs to meet the needs of students. This will help students make the commitment to overcome obstacles and persist in the program until they make progress or reach their goal(s). Adults need a **purpose** (goal) for participating in adult education and literacy programs as well as **motivation** to balance the *costs* of attending. Helping students to navigate through the goal-setting process can have a positive impact on retention.

In addition to identifying goals, an individual learning plan (ILP) can begin to be developed which will incorporate those goals into steps and activities to accomplish them. Goals should be realistic and broken down to a level where they can be obtained within a relatively short period.

The student's ILP should be developed in consideration of the student's educational functioning level, any content of particular importance to the student (e.g., specific career field goals, completing job applications, passing the citizenship test), learning techniques or strategies that would improve the student's performance as a learner, social skills that would help the student communicate and work with others, and methods of self-advocacy to assist the learner to articulate his/ her rights and needs.

Standardized tests, diagnostic assessments, inventories, and screenings provide much information related to the student's basic skill strengths and weaknesses, learning strategy needs, instructional adaptations, and/or accommodations that may assist the student in the learning process.

Discussions with the student when developing the ILP will provide content areas of interest to students as well as social and self-advocacy needs.

The ILP is not a static document and should be updated as needed during the course of the student's instructional time with the program.

A time frame for meeting the immediate goal and comments (e.g., indication of whether goal is met, explanation of why goal is not met, date of reviews)

Retention and Persistence

Intensity and duration of instruction affect achievement of students' goals. The type of class that is most effective depends on student needs, literacy levels, and curriculum offered. In general, classes offered for more hours in a week and more weeks per year are more effective for student goal achievement and for student retention. It is important that students participate long enough to ensure accuracy and reliability of posttest assessments administered to them to measure educational gain. Guidelines are available in the Assessment Policy Guidelines.

Multi-level classes affect the instructional environment and student learning gains. Although teaching multi-level classes is challenging, many programs organize classes in this way due to limited resources or low enrollments at some levels or sites. Multi-level classes with a large number of low-level learners may face student advancement challenges. Instruction is difficult when students' literacy levels are too diverse within the class to be adequately addressed by staff or when a program has too many such classes. It is best to have an instructor that can organize instructional material and instruction at several levels. Many times, all students can be exposed to a new topic. The differences are in the depth of the presentation and expected knowledge.

Student interest affects the instructional environment and learner gains. Maintaining student interest and motivation is key to student success.

Managed enrollment affects programs that have had an open enrollment structure. However, with the emphasis on accountability and more intense instruction, managed enrollment improves enrollment and retention. Management enrollment is defined as classes where a student may enter an instructional program only during specific enrollment periods, attend a specific class for the duration of the class term, continue in the same class for subsequent terms only by re-enrolling, and miss no more than a prescribed number of class sessions within a term.

Monitoring Student Performance

A formal review of each student's performance is required at least every 90 calendar days starting from the date of registration. Student performance is monitored to:

- provide the student with ongoing feedback about his/her performance,
- provide the instructor insight into the effectiveness of the instructional plan so areas can be adjusted as needed,
- provide the program with current student information for the maintenance and updating of information in TE®.

A progress/update form must be completed as needed to include progress assessment data or exiting from the program.

Exiting Students

A student is to be exited from the program when:

- instruction ends or
- a student has not received instruction for 90 calendar days and is not scheduled to receive further instruction.

The exit date for individuals with 90 days of non-attendance is the last date of attendance for the student. Programs should wait until the 90 days of non-attendance has passed before setting the exit date in the system, unless circumstances justify exiting a student sooner. Student exit data must be entered into TE®. The Student Exit Form does not need to be completed for students who participate for fewer than 12 hours (i.e., never considered enrolled).

Follow-Up

The NRS requires that programs complete follow-up with the cohort groups. Iowa uses state level data matching to collect follow-up measures. Data-matching links records from the program database to state databases that have the needed information on the same people. For example, using Social Security numbers, student records from a program are matched to the Unemployment Insurance Wage database to determine whether students are employed and have retained employment. To conduct this process, each student to be matched needs a valid Social Security number or college ID for post-secondary matching. This also requires each student to provide a signed document (Release of Information) allowing their information to be shared for these purposes. Students do not have to divulge their Social Security number to be served by the program, but are encouraged to do so.

With increased concern about identity theft, sensitivity to the availability of personal information, and legal requirements as reflected in the Family Educational Rights and Privacy Act ([FERPA](#)), it is extremely important that adult education and literacy programs maintain strict adherence to data security issues. All student records must be secured in locked files. Forms such as registration forms and data match reports that may contain sensitive information such as students' Social Security numbers must be shredded or otherwise appropriately destroyed after the information is entered into TE® and is retained in hard copy for one year after the student has exited the program.

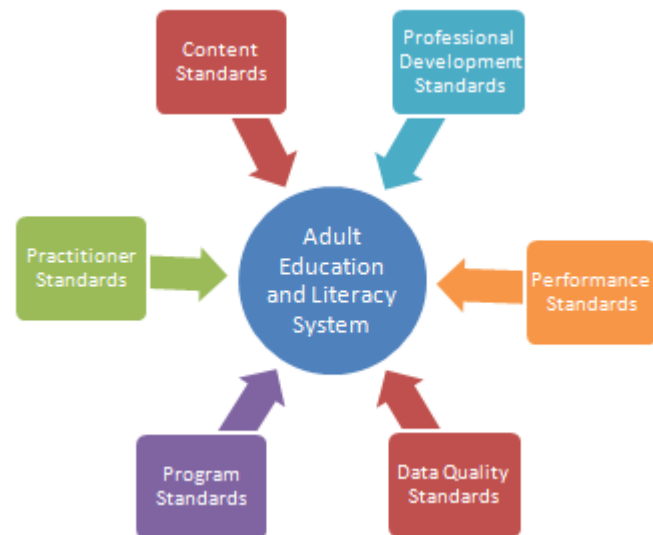
Instructional Plans

Adult education and family literacy teachers must have a thoughtful plan, with clearly articulated methods, as to how they will sequence lessons, use instructional materials, and design learning activities. Curriculum and instructional strategies should make career awareness and workforce skills a central context for learning. Teachers must be able to adjust the plan in response to the needs of their students, including those with learning differences.

Standards Framework

The success of any organization depends on a set of clear, shared goals and standards. Iowa's Adult Education and Literacy programs are no exception. Setting high expectations and clearly stating the criteria needed for success are essential in creating a responsive and effective educational system. Clearly and commonly defined standards serve multiple purposes:

- Practitioner standards define what teachers, administrators, and support staff need to know and be able to do in order to provide quality services;
- Professional development standards define the essential elements of meaningful professional growth activities;
- Program standards define the characteristics that exemplary local programs should demonstrate;
- Content standards clarify the skills and knowledge that adult learners need to know and be able to do in their roles as workers, parents and community members;
- Data quality standards ensure that reliable and valid data are available to make informed decisions and guide program management; and
- Performance standards set high expectations for program outcomes

Figure 8: Adult Education and Literacy System

The role of Iowa's adult education and literacy programs are to connect these six sets of standards into a coherent, interrelated system of quality services to adult learners. At the foundation of ensuring high quality instruction is the practitioner and professional development standards. The practitioner standards provide a pathway for professional growth and guide the development of high quality activities that reflect the professional development standards. Through responsive professional development, practitioners gain a better understanding of how to implement program standards that lead to effective teaching, learning, administration and support. Professional development provides the tools and processes to help practitioners use the content standards to help adult learners gain the skills and knowledge they need to reach their educational and personal goals. Through effective professional development, programs learn how to implement reliable and valid data standards that can be used to analyze progress and make necessary adjustments for continuous improvement. When these sets of standards are being fully implemented, the result is a high quality delivery system that leads to strong student outcomes and exceeding the performance standards. Collectively, these standards make clear the shared expectations for success and help to delineate what matters in learning and teaching. The standards also facilitate communication through a common language.

Content Standards

A piece in the accountability system has been defining what should be taught and assessed in adult education and literacy programs. Content standards fill that gap by describing what learners should know and be able to do. Instructors use content standards to plan instruction, and learners use standards to set learning goals. Standards help instructors and learners develop plans that keep them focused and engaged. People may question whether standardized tests adequately measure learning gains, but learners want feedback on their progress and benefit from ongoing classroom assessment.

Standards have to reflect learner needs and goals across programs within the state. Everyone in the system "should know what is expected, what they will be measured on, and what the results imply for what they should do next" (National Research Council 1999, 3). Standards-based education provides a structured approach for state adult education agencies and local programs to create a system that explicitly links standards, assessments, and curriculum and instruction.

Content standards drive the system. They clearly state what learners should know and be able to do, and as such, determine what is taught within adult education programs. Curriculum and instruction focus on what is taught, the instructional design of the program, and the indicators of program quality. Standards guide programs to develop curricula that outline the knowledge, skills, learning activities, and materials that will enable learners to achieve the standards.

Moving forward with standards provides the state and local program coordinators with an opportunity to think systemically about change. The development of content standards is a valuable process for (1) negotiating the range of knowledge and skills that learners should have, (2) measuring learners' knowledge and skills, and (3) developing curriculum with a clearly articulated instructional approach and maintaining a strong delivery system. Having a shared understanding of the goals for standards and a common language will allow partner agencies, adult educators, and learners to work more efficiently in planning, developing, reviewing, and implementing the standards across the state.

College and Career Readiness Standards

In April of 2013, the Office of Vocational and Adult Education released a study of the common core standards building on a long commitment to promote adult education content standards. The central purpose of the study —Promoting College and Career Ready Standards in Adult Basic Education—is to forge a stronger link among adult education, postsecondary education, and the world of work. The suggested standards present a starting point for raising awareness and understanding of the critical skills and knowledge expected and required for success in colleges, technical training programs, and employment in the 21st century. (Pimentel 2013)

While the academic standards developed by states in recent decades reflected broad agreement among experts about what was desirable for students to learn, they did not necessarily identify what was essential for students to know to be prepared for the rigors of postsecondary training, work, or citizenship. It was not until the development of the Common Core State Standards (CCSS) in 2010—to date adopted by 46 states for K–12 programs—that such a consensus emerged. Based on evidence from a wide array of sources, including student performance data, academic research, assessment data, and results of large-scale surveys of postsecondary instructors and employers, the CCSS offer clear signposts indicating what is most important for college and career readiness (National Governors Association [NGA] 2010b, 2010c, pp. 91–93).

Iowa Core 21st Century Skills

The Framework for 21st Century Learning stated, “We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects” (2007). 21st century skills bridge the knowledge, skills, and dispositions of students from the core academic areas to real life application.

Descriptions of what constitute essential 21st century skills are plentiful as well. In the 2007 session, the Iowa Legislature established the Iowa 21st century framework as:

- Political Science - Civic literacy
- Employability Skills
- Financial Literacy
- Health Literacy
- Technology Literacy

While the WIOA has defined Workforce Preparation Activities to include Employability Skills, the Iowa Core 21st Century skills are those standards that will help align lesson plan development. Within this 21st century skill framework are the common strands of learning and innovation; communication, information, and technology; and, life and career skills. The development of the Iowa 21st century essential concepts and skills was a collaborative process engaging the expertise of p – 16 educators, business, and industry representatives. Sources used for this work included the 1991

SCANS report, What Work Requires of Schools, and Framework for 21st Century Learning, from the Partnership for 21st Century Skills. The committee surveyed the literature and endeavored to bring together the common elements of these frameworks. The members have outlined the concepts, dispositions and habits of mind believed essential for success in the 21st century.

Instructor Standards

In June, 2015 after several months of review the final version of the AEL Instructor Standards was released to the local programs. Effective and quality instruction is an essential part of providing an exemplary educational program. Research shows that instructors are by far the most important factor in determining whether students succeed. So, where there are highly effective instructors, quality instruction follows.

These educators are passionate about actively engaging students and meeting them wherever they are on their learning journey. While the art and science of quality instruction may be more than the sum of its parts, some instructional building blocks are essential for it to occur. The standards are designed to provide standards for Iowa's adult education and literacy instructors as guidance to promote adult students' success along their path toward college and career readiness.

- | | |
|-------------------|--|
| STANDARD 1 | Instructors take responsibility for professional development and involvement in their learning community. |
| STANDARD 2 | Instructors plan, design, and implement effective instruction for the adult student. |
| STANDARD 3 | Instructors understand and use varied assessments to plan instruction, evaluate student learning, and improve program practice. |
| STANDARD 4 | Instructors help establish and support program goals and responsibilities. |
| STANDARD 5 | Instructors provide a positive adult learning environment by promoting lifelong learning and respecting diversity. |
| STANDARD 6 | Instructors take responsibility for understanding and integrating current technology options into instruction and professional development. |

In addition to establishing standards, Chapter 23—Adult Education and Literacy Programs section 6 set a qualification for the hiring of new staff effective July 1, 2015.

281—23.6(260C) Qualification of staff. Adult education and literacy programs shall be in compliance with the requirements established under this rule by July 1, 2015. The requirements of this rule apply to all staff hired after July 1, 2015. All staff hired prior to July 1, 2015, are exempt from this rule.

23.6(1) *Professional staff.* Professional staff providing instruction in an adult education and literacy program to students must possess at minimum a bachelor's degree.

23.6(2) *Volunteer staff.* Volunteer staff must possess at minimum a high school diploma or high school equivalency diploma.

Curriculum Development

Iowa's standards and performance measures define the desired outcomes for instruction. Therefore, curricula and learning activities should be selected that lead students to the achievement of the knowledge and skills reflected in standards. Instruction must be designed in consideration of students' learning goals and needs.

A variety of teaching modalities, including technology, small group instruction, lecture, peer tutoring, and individualized instruction, should be used as appropriate as well as a variety of teaching materials. Instructors should use evidence-based instructional methods and practices that have proven to support student persistence and achievement of goals.

It is up to instructors to select appropriate curricula and learning activities that will help lead students to the achievement of their academic goals and the acquisition of skills represented by Iowa's standards. Curriculum is the way content is designed and delivered. It includes the structure, organization, balance, and presentation of expected or recommended study topics that address content standards and meet local expectations.

A curriculum contains three primary elements:

- Substance—communicates what should be taught, it is the field of instruction.
- Purpose—communicates why a topic should be taught, it is the context of instruction.
- Practice—communicates how a topic should be taught and learned., it is the methodology of instruction. (Methodology includes the collection and use of evidence of students' learning to inform and to adjust instruction.)

Iowa's standards reflect the purpose and substance of curriculum. All AEL programs need to ensure that teaching materials and activities that they use align to Iowa's standards. Documents which link instructional materials and activities to desired learning outcomes are referred to as curriculum alignments.

During Standards-in-Action, curriculum alignment activities were done to illustrate linking standards to activities and outcomes. Involving instructional staff in the production of curriculum alignments is one way to ensure that teachers are familiar with Iowa's standards and the texts, materials, and other activities that will help students achieve them.

Figure 9: Example Alignment Tool—Distance Education

Level A – Beginning Literacy; Level B- Beginning and Intermediate Low; Level C- Intermediate High

		Resource -	
Standards – Language Arts (Language and Reading)		Section/Sample	Level of Alignment
CCR Anchor 4L: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
Level A	(L.1.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.		
	a) Use sentence-level context as a clue to the meaning of a word or phrase.		
	b) Use frequently occurring affixes as a clue to the meaning of a word.		
	c) Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).		

Instructional Strategies

Among best practices related to instruction, research suggests the following:¹

- Classes tailored to students (needs, preferences, skill levels, etc.);
- Varied methods of instruction (including small groups, computer activities, etc.); and
- A high degree of teacher-student and student-student interaction.

Therefore a balanced mix of instructional methods is important in managing the AEL classroom. Each learner has preferences regarding how he or she learns best (working with a large group, small group, alone, with a tutor, etc.). Learning style inventories and questionnaires may help to determine student preferences. These preferences should be taken into consideration when organizing classes for your program.

Figure 10: Effective and Efficient Teaching

Principles of Effective Instruction²
1. Optimize engaged time/time on task.
2. Promote high levels of success.
3. Increase content coverage.
4. Spend more time in instructional groups.
5. Scaffold instruction.
6. Address different forms of knowledge.

Regardless of which method of delivery is chosen, there are many, coordinators should always develop classes that best address the needs of their students as demonstrated in data. There will never be one method that fits all as adult education and literacy programs work toward developing independent learners that will be successful as family members, community members, workers, and lifelong learners. Listed below is a brief description of two types of instruction methods, implicit and explicit. Used exclusively or blended, all types of instruction method should be accompanied with a demonstration of the learners acquired competency through a combination of formative and summative assessments.

Implicit Instruction

Contemporary adult learning theories such as andragogy, transformational learning, and self-directed learning espouse the importance of adults taking responsibility for and directing their own learning experiences. Based on these theories many adult educators view themselves as facilitators of learning, and may only use implicit instruction methods (e.g., posing questions to learners who ask for help) and self-paced workbooks or computer modules in one-to-one instruction. Often observations of adult education and literacy learning center classroom activities reveals that learners worked alone or with computers over one third of the time they were in the classroom.

For most adults involved in career training implicit instruction and working alone may be the best approaches. However, for individuals who did not achieve academic success in traditional K-12 education settings, and thus are pursuing a High School Equivalency Diploma through adult education, other instructional models may need to be considered. Explanations, demonstrations, and one or two practice opportunities might not be sufficient to for all types of adult learners.

¹*Improving Basic Skills: The Effects of Adult Education in Welfare to Work Programs.* <http://www.mdrc.org/publications/179/overview.html>

²Archer, A. and Hughes, C. (2011) *Effective and Efficient Teaching*. Guilford Press.

Explicit Instruction

Adult education and literacy programs have little from which to draw when searching for research-based instructional practices to address the needs of adult learners. Explicit instruction can be viewed as providing a series of instructional supports or scaffolds—first through the logical selection and sequencing of content, and then by breaking down that content into manageable instructional units based on students’ cognitive capabilities.³ Instructional delivery is characterized by clear descriptions and demonstrations of a skill, followed by supported practice and timely feedback. Initial practice is carried out with high levels of teacher involvement; however, once student success is evident, the teacher’s support is systematically withdrawn, and the students move toward independent performance. The concept of “I do, we do, you do” describes the framework of explicit instruction.

Programs could modify instruction typically found in programs characterized by independent work on assignments, lectures over general content topics, and reading practice by engaging the class with explicit positive and corrective responses and feedback. The sixteen elements of an explicit classroom highlight the level of engagement between instructor and learner.

Typically, in providing explicit instruction, coordinators will need to overcome the tardiness, absenteeism, lack of disciplinary sanctions, tuning out, and dropping out⁴ that result from voluntary or mandated participation. This is often why explicit instruction is coupled with managed enrollment, however a variety of instruction methods can and often do exist simultaneously within a single program.

Figure 11: Sixteen Elements of Explicit Instruction

Sixteen Elements of Explicit Instruction

1. Focus instruction on critical content.
2. Sequence skills logically.
3. Break down complex skills and strategies into smaller instructional units.
4. Design organized and focused lessons.
5. Begin lessons with a clear statement of the lesson goals and your expectations.
6. Review prior skills and knowledge before beginning instruction.
7. Provide step-by-step instruction.
8. Use clear and concise language.
9. Provide an adequate range of examples and non-examples.
10. Provide guided and supported practice.
11. Require frequent response.
12. Monitor student performance closely.
13. Provide immediate affirmative and corrective feedback.
14. Deliver the lesson at a brisk pace.
15. Help students organize knowledge.
16. Provide distributed and cumulative practice.

³*Improving Basic Skills: The Effects of Adult Education in Welfare to Work Programs*. <http://www.mdrc.org/publications/179/overview.html>

⁴Beder and Medina, *Classroom Dynamics in Adult Literacy Education*, <http://www.ncsall.net/fileadmin/resources/research/report18.pdf>

Instructional Considerations

Instruction is the “practice” part of curriculum. When planning and implementing instruction, ABLE instructional staff should remember that learning situations for all students should:

- be purposeful, by providing activities that will help students to achieve their goals;
- be transparent, by offering students a clear understanding of what they need to know and be able to do to reach their goals;
- be contextual, by providing learning activities in a context that is meaningful to their lives;
- build upon students’ expertise, by utilizing students’ prior knowledge and experience.

To meet the curricula needs of students in the Iowa AEL program, it is important to determine their skill levels to provide instruction in the areas that need improvement. Ultimately, the goal is to find the best fit of materials and activities to promote student progress in their identified goal area(s).

The Educational Functioning Level Descriptor provides global descriptions of students' abilities in reading/writing, numeracy (math), and functional workplace skills. For ESL learners, listening/speaking, reading/writing, and functional workplace skills are provided. The levels also specify standardized test benchmarks. This makes it possible for instructors to place AEL and ESL students into a particular level according to their scaled test scores (CASAS). Using the level descriptors and test benchmarks, instructors can also decide when students are making progress within a level, have completed a level, or are ready to move to the next level.

To enhance the learning opportunities of students with varying learning styles, good instructional practice dictates utilizing a variety of instructional materials from standard texts and workbooks to contextualize instruction to real life situations. Activities that require multisensory involvement are particularly advised for students who have, or who are suspected of having, a learning disability or ADD.

Instructors should provide instructional adaptations and accommodations to assist students who would benefit from them. Magnifying strips, color overlays, rulers, and other simple instructional adaptations can have a major impact on student learning.

Accommodations are legally required adaptations that help ensure that a student with a disability has a chance to succeed. Extra time to complete a task, large print material, and books on tape are a few examples of accommodations.

Adult students particularly appreciate and benefit from learning activities that have relevance to their day-to-day lives. Therefore, to the extent possible, teach basic skills through authentic activities. Also consider presenting lessons within the context of occupations that students may be planning to pursue. This contextualized instruction can serve to more fully engage students in their academic learning and also demonstrate to students the relevance of what they are learning to their future occupational choices.

Educational programs at all levels are being urged to utilize instructional methods that have proven via research to be successful such as explicit instruction and activating students’ prior knowledge.

Learning Activities

A range of learning activities is necessary to engage students in learning and to appeal to different learning styles. Common activities include in-class discussions, demonstrations, case studies, debates, small group work, quizzes and simulations.

There are hundreds of useful resources that can provide you with ideas to optimize learning. You may also find that your peers may have useful ideas and suggestions for tried and tested activities. With experience, activities can be modified and adapted to suit students' needs and your learning style. Below are a few examples of learning activities:

Employ Technology in Instruction as Appropriate

Knowledge of appropriate use of technology in the classroom is critical to student success. Students should have the opportunity to utilize technology in instruction and research.

Incorporate a Distance Education Option in Your Program

Structured, monitored distance education can provide an instructional option for students who have difficulty attending classes due to work schedules, family obligations, or other situations that prohibit their regular class attendance. Distance education can assist students to study throughout the summer when some programs offer fewer class options. Also, distance education, when used in addition to in-class instruction, enables students to accelerate their learning.

Help Students Reflect on Their Learning.

Instructors and students should frequently review the student's learning plan and the student's progress in developing proficiency in Ohio's standards and benchmarks. These reviews should be an opportunity to obtain the student's assessment of his or her accomplishments and input as to what instructional strategies have been particularly beneficial in and out of the ABE classroom.

Lesson Plans

Adult education and literacy programs must plan lessons and produce lesson plans that help students achieve their goals. Lesson plans can take many forms. At a minimum, a lesson plan should include:

- expected outcomes of the activity;
- the CCR standard and/or 21st Century Skill being addressed;
- activities, materials, and resources that will be used to teach the processes and content being addressed;
- methods and/or materials that will be used to assess learning gains;
- an estimated timeline for completing the instruction.

The following is a brief exploration of the steps involved in creating a standards-based lesson plan. Lesson plans are commonly used by teachers to organize their lessons around three questions: "What to teach?"; "How to teach it?"; and "How to know if it's effective?"

What to teach?

The standards-based lesson planning process begins with an assessment of learners' needs and goals. This direct involvement of students in the instructional planning process reflects the relationship between the student, assessment, and instruction.

The content standards and benchmarks provide a reference point from which to answer this question because they are organized and leveled containing descriptions of what students should know and be able to do as a result of instruction within the specific content area. This outline of skills (benchmarks) students need to master the level gives the teacher a clear instructional path.

How to teach it?

The following are five steps of a standards-based lesson plan:

- Introduce the lesson: Create interest in the lesson. Some possible ways to do this are reviewing previously learned material or by exploring what the students know about the skill that will be taught.
- Teach the lesson: After outlining the benchmarks to identify necessary skills (the nouns and verbs), develop learning activities to teach the skills. Be sure they are meaningfully linked to the learners' goals and needs.
- Practice the lesson: Emphasizing practice over presentation results in a more effective lesson. Practice should be included throughout the learning activities so learners can monitor their own progress.
- Assess the lesson: The assessment should be observable and should specifically measure whether the objective(s) were reached. The benchmark examples of proficient performance can be used.
- Apply the lesson to the real world: Design an activity that bridges the lesson to the learners' lives outside of the classroom.

How to know if its effective?

Instructors and learners benefit from thoughtful lesson planning. It provides a framework for instruction, and it guides implementation of standards-based education. Lesson planning establishes a road map for instructors of what has been taught and what needs to be taught. It allows them to focus on one objective at a time and communicate to learners what they will learn in each lesson.

Lesson plans should incorporate ongoing assessments that determine how well learners understand concepts and skills, instructors are able to make mid-course changes in instructional procedures or provide additional support to learners based upon their learning. Additionally, the practice and application components of the lesson help learners use the new skills and knowledge in educational and other settings, thus promoting generalization and relevance.

Figure 12: Instructional Processes

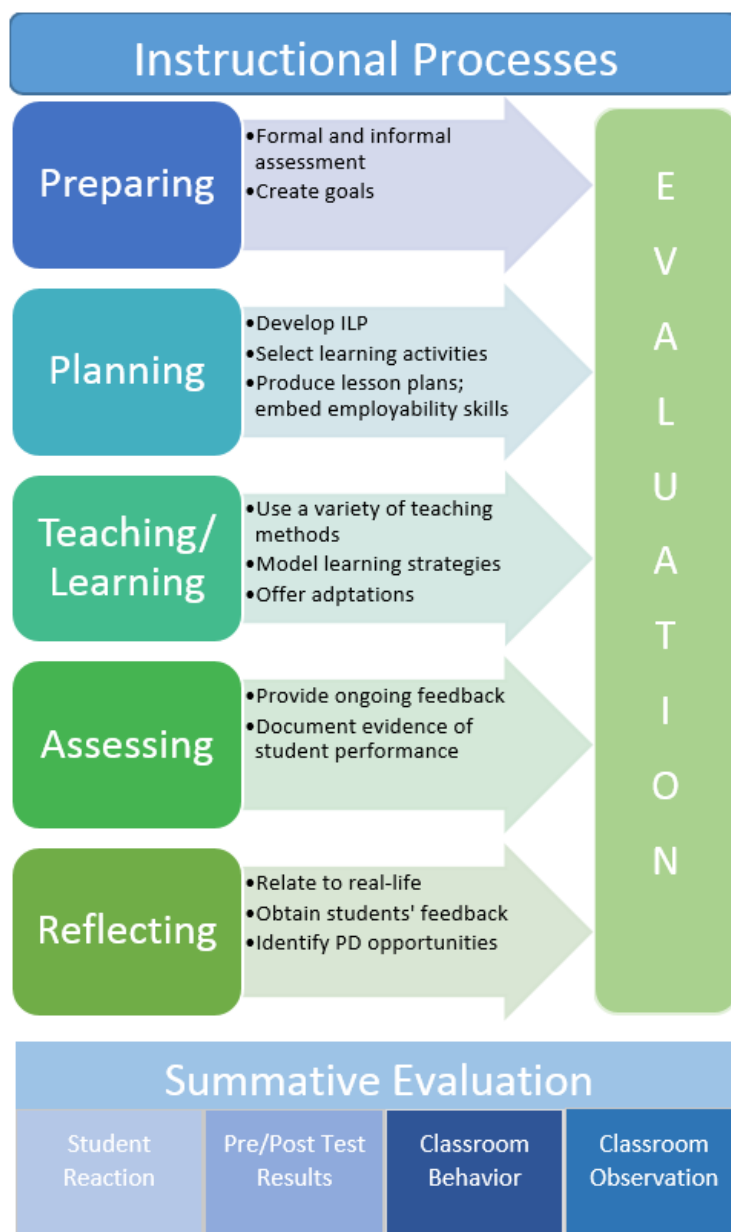


Figure 13: Designing a Lesson Plan

Opening	Gain Attention	Review – Review critical prerequisite skills.	Preview – State the goal of the lesson.
Body	Skill or Strategy	Vocabulary or Concept	Academic Rule
I do it.	Modeling: <ul style="list-style-type: none"> • Show and Tell • Involve students 	<ul style="list-style-type: none"> • Introduce the word. • Introduce the meaning of the word. • Illustrate with examples and non-examples. 	<ul style="list-style-type: none"> • Introduce the rule. • If –then construction • Illustrate the rule with examples and non-example.
We do it.	Prompted or Guided Practice: <ul style="list-style-type: none"> • Guide students in performing the skill or strategy. • Provide physical, verbal, or visual prompts. • Gradually fade scaffolding. 	<ul style="list-style-type: none"> • Guide students in analyzing examples and non-examples using the critical attributes. 	<ul style="list-style-type: none"> • Guide students in analyzing examples and non-examples using the critical attributes.
You do it.	Unprompted Practice: <ul style="list-style-type: none"> • Check students' understanding. • Have students perform the skill/strategy without prompts. 	<ul style="list-style-type: none"> • Check students' understanding. • Have students discern between examples and non-examples. • Have students generate examples and non-examples. • Ask deep processing questions. 	<ul style="list-style-type: none"> • Check students' understanding using examples and non-examples.
Closing	Review – Review critical content.	Preview – Preview the content of the next lesson.	Assign Independent Work

Program Components

Basic Skills — ABE—All programs must provide a program of instruction designed for adults who have minimal skills to receive instruction in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, in the workplace, or in the family.

Advanced Skills — ASE and HSED Preparation—All programs must provide a program of instruction designed for adults who have some literacy skills and can function in everyday life, but who are not proficient in reading, writing, speaking, problem solving, or computation or do not have a high school credential.

ESL—All programs must provide a program of instruction designed to assist individuals of limited English proficiency to achieve competence in the English language. Instruction is geared to adults who want to become more fluent in English, pass U.S. citizenship tests, progress to HSED preparation, and work on job-seeking skills.

Note: Federal AEL funds may not be used to provide instruction in other languages.

Career Pathway Services—All programs must provide services to help students transition to postsecondary education and employment. All AEL programs must play a major role in helping students move beyond ABE and the HSED, but the exact activities to be undertaken will vary depending on the level of students to be served.

Distance Education—All programs must provide this component. A distance education (DE) component is defined as a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media, including print, audio recording, videotape, broadcasts, computer software, web-based programs, and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail, or online technologies and software.

Note: For accountability in TE®, distance education students are those who receive distance education services for more than 50% of their total instructional time. Refer to the Distance Education Policy for additional information.

English Literacy/Civics Education (EL/Civics)—All recipients of funds must meet the purpose as defined by the U.S. Department of Education, “... *is not simply to expand English literacy services, but to provide an integrated program of services that incorporates English literacy and civics education.*” The intention of EL/Civics is to provide integrated English literacy and civics education to immigrants and other limited English proficient populations to promote effective participation in the education, work, and civic opportunities of this country.

This means that the EL/Civics services includes an integrated curricula which blends teaching English language acquisition using a citizenship/civics education context. Examples of classes that fit the EL/Civics service model could be:

- immigrants attending classes that emphasize English acquisition, but also learn how to participate in their new community.
- immigrants attending classes that emphasize preparation for the citizenship test while they are learning English skills.

Activities funded through the EL/Civics allocation will extend instructional services; funds are to be used to supplement, not supplant, adult education programs.

Optional Components

AEL programs may offer the optional components of Family Literacy, Corrections Education, and/or Workplace Education based upon areas of need.

Family Literacy—All AEL programs are encouraged to offer instructional activities that enrich the parental role of adult learners. However, the ABLE program defines a family literacy component as an initiative that involves all of the following:

- adult basic and literacy education instruction for parents and/or caregivers
- educational activities for their children
- parenting instruction

Corrections Education—defined as a partnership with a jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminals. Fund used from WIOA will be limited to partnerships that involve learners who are likely to leave the correctional institution within five years of receiving AEL services.

Workplace Education—As defined in Title II, Workforce Innovation and Opportunity Act, workplace adult education and literacy activities are adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

These managed classes are in cooperation with a local company or industry partnership and are for students who are employed or seeking entrance into employment and target special skill areas. Work-based learning is the prime focus of the instruction. Work-based learning is a form of contextualized instruction that builds skills within the context of common work-related situations and real workplace problems, or uses actual workplace materials. For example, instruction may incorporate reading an employee handbook or hazardous materials information to improve reading comprehension. Math instruction may involve calculations related to inventory control practices or laying carpet. Refer to the Workplace Education Model as an example of student flow.

Principles of Adult Learning

Andragogy (adult learning) is a theory that holds a set of assumptions about how adults learn. Andragogy emphasizes the value of the process of learning. It uses approaches to learning that are **problem-based and collaborative** rather than didactic, and also emphasizes more **equality between the teacher and learner**. Knowles identified the six principles of adult learning outlined below.

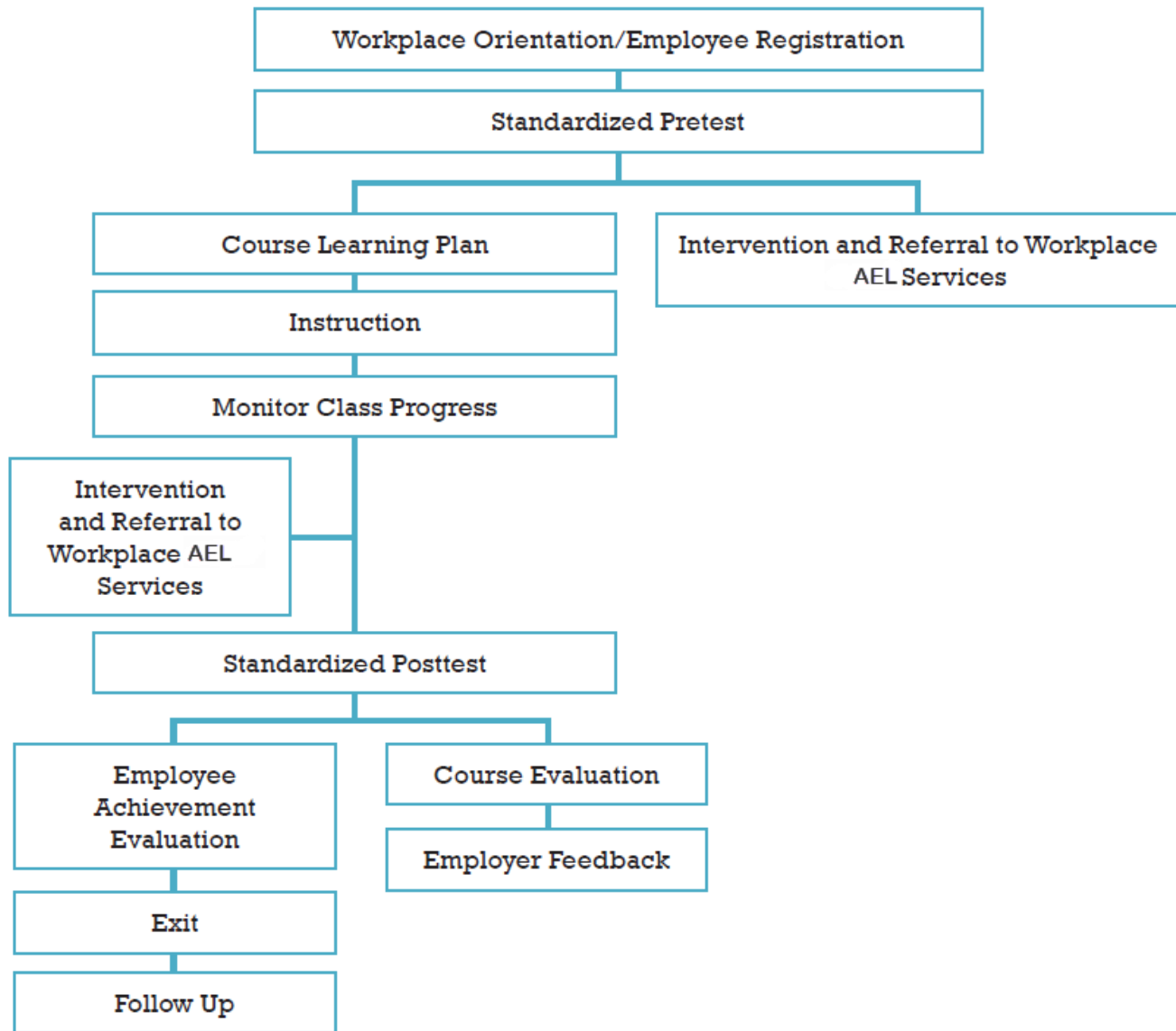
- Adults are internally motivated and self-directed.
- Adults bring life experiences and knowledge to learning experiences.
- Adults are goal oriented.
- Adults are relevancy oriented.
- Adults are practical.
- Adult learners like to be respected.

The reasons adult students stop coming to AEL programs can be divided into three categories:

Programmatic

- Bureaucratic procedures such as paperwork, unclear expectations of program, unclear goals, etc.

Figure 14: Workplace Education

**Situational**

- Family concerns such as transportation, child care, financial problems, and lack of support from family members.
- Unavoidable situations such as job conflict, relocation, and other priorities.

Dispositional

- Attitude,
- Lack of self-esteem,
- Lack of self-discipline,
- Health,
- Perceptions,
- Fear of failure, and
- Value.

Dealing with Programmatic Issues

There are specific times students are likely to drop-out (or stop-out) of an AEL program. This section discusses some programmatic strategies that may be utilized.

It is important that students experience success in *concrete* ways during their initial intake and within the first three weeks. *A quality program will strive to take up as little of the student's time as possible with bureaucratic processes.* They do not like to take standardized tests; they do not like to fill out forms; and adults especially do not like to do anything that does not make sense to them. Remember, students focus on the end reward and AEL coordinators want to instill within them an appreciation of learning along the way. Some ways this can be done include:

- Involving students quickly,
- Identifying the value and importance of the program,
- Establishing the climate of the class – starting time, breaks, dress code, code of conduct, etc.,
- Setting expectations. Let students know what they can expect from the program, and let them know what is expected.

Dealing with Situational and Dispositional Issues

To address the *situational* and *dispositional needs* that adult students bring to AEL programs, the coordinator must be prepared to provide assistance with student problems. In AEL programs, often the only counselor is going to be the AEL coordinator.

When a student enters the AEL program they are in a crisis mode. During this crisis period, the student is open to change. The student does not want to feel the way he/she feels at the moment. The sooner the AEL program can work with the student, the more likely the AEL coordinator will be able to develop an effective solution that will help with the immediate need. Then learning can take place.

Crisis counseling is to counseling as first aid is to medicine – a temporary, but immediate relief, for an emergency situation. Students experiencing a crisis situation, have feelings of disorientation, of not being able to control oneself. What is needed is some type of structured fix. An AEL coordinator must be careful to not express approval or disapproval, criticize, judge, or evaluate the student. A coordinator must remain calm. Deal with the immediate situation and do not try to uncover the deep-rooted cause of the crisis. If a serious mental health problem is suspected, refer the student to a local mental health agency or professional therapist. Two of the main counseling techniques that are useful in AEL programs are the abilities to:

- **Listen** more than talk, and
- **Ask** more than tell.

Referring Students

External agencies, including WIOA core partners (Iowa Workforce Development, Promise Jobs, and Iowa Division of Vocational Rehabilitation Services, etc.) may refer students to AEL programs. In some cases, they will send along a referral form. This referral process is a key element for local service agreements. Before agencies that serve the same clients can exchange written or spoken educational record or confidential information about these clients, agencies must have obtained a signed release of information from the individual. **Be very careful to ensure that a reciprocal release form is in place before discussing any student with someone from an external agency.** Refer to a sample Release Form.

GAP Tuition Assistance Program

As a Coordinator, you will have the opportunity to interact with individuals who may be candidates for several different state sponsored programs through the Iowa Department of Education. The GAP program is one of the possible assistance programs that can offer support towards employment success.

This program was established to provide funding to community colleges for need-based tuition assistance to applicants to enable completion of continuing education certificate training programs for in-demand occupations. The main eligibility criteria is very specific and includes the following:

- The applicant's family income for the twelve months prior to the date of application.
- The applicant's family size.
- The applicant's county of residence.

An applicant must also have a demonstrated capacity to achieve the following outcomes:

- The ability to complete an eligible certificate program.
- The ability to enter a postsecondary certificate, diploma, or degree program for credit.
- The ability to gain full-time employment.
- The ability to maintain full-time employment over time.

Pathways to Academic Career and Employment (PACE)

The PACE program is similar to the GAP Tuition Assistance Program but has a more broad perspective toward academic and employment success.

The PACE funding is to be used to implement a simplified, streamlined, and comprehensive process, along with customized support services, to enable eligible participants to acquire effective academic and employment training to secure gainful, quality, in-state employment. The targeted populations includes those:

- Deemed low skilled for the purposes of attaining gainful, quality, in-state employment.
- Persons earning incomes at or below two hundred fifty percent of the federal poverty level as defined by the most recently revised poverty income guidelines published by the United States department of health and human services.
- Unemployed persons.
- Underemployed persons.
- Dislocated workers.

For additional information refer to [GAP and PACE Iowa Code](#).

SECTION IV: SYSTEM ACCOUNTABILITY

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Program Performance

With a state legislative investment in adult education, the need to demonstrate program performance at the state and local level becomes critical. It is not enough to provide instruction and trust that students are learning something. Since Iowa's AEL programs participate in performance based funding, it is important to be able to collect the program's data. Being accountable for the use of adult education resources requires coordinators to know how program performance is measured, understand how results compare to performance standards, and to continually make improvements in instruction and classroom management. When faced with limited program resources, the challenge as an Iowa AEL program is not necessarily about doing more with less but about doing better with available resources.

The Adult Education and Family Literacy Act (AEFLA) established accountability requirements as one means of determining program effectiveness. The National Reporting System is used to measure those accountability requirements in five types of **core measures**:

- **Outcome Measures** include educational gains, entered employment, retained employment, receipt of secondary credential or HSED credential, and placement in postsecondary training.
- **Demographic Measures** include race, ethnicity, gender, and age.
- **Student Status Measures** include labor force status, public assistance status, disability status, rural residency status, and highest degree or level of school completed.
- **Participation Measures** include contact hours and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).
- **Teacher Status Measures** include total years of experience and teacher certification.

Iowa AEL programs are responsible for all the required federal benchmarks as negotiated by the state. As required by federal law, each state annually negotiates performance standards for the **core outcome measures** to be applied to the upcoming fiscal/program year. Iowa's negotiated performance standards are found in Iowa's 2016 State Plan Extension as well as Benchmark Projections for PY 2016.

In addition, administrative rules for adult education and literacy were adopted (Chapter 23) and section 8 specifically addresses performance and accountability.

23.8(1) Accountability system. Adult education and literacy programs shall adhere to the standards established by the Adult Education and Family Literacy Act, 20 U.S.C. Ch. 73, and subsequent federal workforce training and adult education legislation in the use and administration of the accountability system. The accountability system will be a statewide system to include, but not be limited to, enrollment reports, progress indicators and core measures.

23.8(2) Performance indicators.

- a. *Compliance.* Adult education and literacy programs shall adhere to the policies and procedures outlined in the state assessment policy. Data shall be submitted by the tenth day of each month or, should that day fall outside of standard business hours, the first Monday following the tenth day of the month. All adult education and literacy programs shall comply with data quality reviews and complete quality data checks as required to ensure federal compliance with reporting.
- b. *Determination of progress.* Upon administration of a standardized assessment, within the first 12 hours of attendance, adult education and literacy programs shall place eligible students at an appropriate level of instruction. Progress assessments shall be administered after the recommended hours of instruction as published in the state assessment policy.

- c. *Core measures.* Federal and state adult education and literacy legislation has established the data required for reporting core measures, including, but not limited to, percentage of participants in unsubsidized employment during the second and fourth quarter after exit from the program; median earnings; percentage of participants who obtain a postsecondary credential or diploma during participation or within one year after exit from the program; participants achieving measurable skill gains; and effectiveness in serving employers.

Program Standards

Program standards describe the design, delivery, and management of programs and the instructional services of adult education and literacy programs. Program standards, also known as indicators of program quality, are perhaps the most familiar type of standard in adult education. Unlike content standards, which focus on what learners should know and be able to do and the extent to which learners can demonstrate their knowledge and skills, program standards focus on the program as a whole.

Indicators of program quality that support standards-based reform might include:

- offering sufficient hours of instruction for learners to develop concepts and skills necessary to meet the standards;
- using authentic materials and promote problem solving in contexts relevant to learners; and
- providing ongoing professional development opportunities for teachers to:
 - (1) gain knowledge in the content area; and
 - (2) develop skills in teaching and in monitoring progress.

Program standards under the WIOA are still being defined. With changes to expectations, services and core outcome measures—standards will be evolving until full implementation.

Performance Standards

The purpose of adult education and literacy is to improve the basic skills of the adult learner. To measure this improvement, the Workforce Innovation and Opportunity Act (WIOA) requires adult education performance standards. Iowa's performance standards are approved by OCTAE annually and may vary based on state performance from year to year.

The adult education performance standards focus on contracted enrollment, educational gains by educational functioning levels (EFL), and follow-up core outcomes. The current federal funding formula incentivizes these key areas for improvement. WIOA, requires states to establish a comprehensive performance accountability system to assess the effectiveness of funded local programs in making continuous improvement in their adult education and literacy activities. Future competitions for funding will be based on the previous two years performance. All performance results for adult education and literacy is based on unduplicated enrollment numbers.

The following chart compares the performance levels required for this program year, 2016, to the previous year as it applies to Adult Basic Education (ABE), Adult Secondary Education (ASE) and English as a Second Language (ESL).

IOWA ADULT EDUCATION AND LITERACY PERFORMANCE MEASURES

Core Indicator #1:	Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy problem-solving, English Language acquisition, and other literacy skills.	
	PY15 Target	PY16 Target
Measure 1	34% of ABE beginning literacy level (EFL 1) learners will acquire the level of basic skills needed to complete the educational functioning level.	37% of ABE beginning literacy level (EFL 1) learners will acquire the level of basic skills needed to complete the educational functioning level.
Measure 2	33% of ABE beginning level (EFL 2) learners will acquire the level of basic skills needed to complete the educational functioning level.	38% of ABE beginning level (EFL 2) learners will acquire the level of basic skills needed to complete the educational functioning level.
Measure 3	35% of ABE low intermediate level (EFL 3) learners will acquire the level of basic skills needed to complete the educational functioning level.	45% of ABE low intermediate level (EFL 3) learners will acquire the level of basic skills needed to complete the educational functioning level.
Measure 4	26% of ABE high intermediate (EFL 4) level learners will acquire the level of basic skills needed to complete the educational functioning level.	35% of ABE high intermediate (EFL 4) level learners will acquire the level of basic skills needed to complete the educational functioning level.
Measure 5	35% of ASE low (EFL 5) learners will acquire the level of basic skills needed to complete the educational functioning level.	55% of ASE low (EFL 5) learners will acquire the level of basic skills needed to complete the educational functioning level.
Measure 6	N/A (the Federal government does not recognize completion of level 6) ASE high (EFL 6) learners will acquire the level of basic skills needed to complete the educational functioning level.	N/A (the Federal government does not recognize completion of level 6) ASE high (EFL 6) learners will acquire the level of basic skills needed to complete the educational functioning level.
Measure 7	38% of ESL beginning literacy level (EFL 7) learners will acquire the level of basic skills needed to complete the educational functioning level.	38% of ESL beginning literacy level (EFL 7) learners will acquire the level of basic skills needed to complete the educational functioning level.
Measure 8	47% of ESL low beginning level (EFL 8) learners will acquire the level of basic skills needed to complete the educational functioning level.	47% of ESL low beginning level (EFL 8) learners will acquire the level of basic skills needed to complete the educational functioning level.
Measure 9	42% of ESL high beginning level (EFL 9) learners will acquire the level of basic skills needed to complete the educational functioning level.	42% of ESL high beginning level (EFL 9) learners will acquire the level of basic skills needed to complete the educational functioning level.
Measure 10	37% of ESL low intermediate level (EFL 10) learners will acquire the level of basic skills needed to complete the educational functioning level.	39% of ESL low intermediate level (EFL 10) learners will acquire the level of basic skills needed to complete the educational functioning level.

IOWA ADULT EDUCATION AND LITERACY PERFORMANCE MEASURES		
Core Indicator #1:	Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy problem-solving, English Language acquisition, and other literacy skills.	
	PY15 Target	PY16 Target
Measure 11	32% of ESL high intermediate level (EFL 11) learners will acquire the level of basic skills needed to complete the educational functioning level.	38% of ESL high intermediate level (EFL 11) learners will acquire the level of basic skills needed to complete the educational functioning level.
Measure 12	20% of ESL advanced level (EFL 12) learners will acquire the level of basic skills needed to complete the educational functioning level.	22% of ESL advanced level (EFL 12) learners will acquire the level of basic skills needed to complete the educational functioning level.

IOWA ADULT EDUCATION AND LITERACY PERFORMANCE MEASURES		
Core Indicator #2:	Placement in, retention in, or completion of unsubsidized employment or postsecondary education/training.	
	PY15 Target	PY16 Target
Measure 1	48% of unemployed adult learners in the labor force upon entry who exit during the program year will obtain unsubsidized employment.	50% of unemployed adult learners in the labor force upon entry who exit during the program year will obtain unsubsidized employment.
Measure 2	69% of adult learners employed at entry who exit during the program year; and learners who were not employed at time of entry and in the labor force, who are employed at the first quarter after exit quarter, will retain their job.	63% of adult learners employed at entry who exit during the program year; and learners who were not employed at time of entry and in the labor force, who are employed at the first quarter after exit quarter, will retain their job.
Measure 3	50% of adult learners who have earned a secondary credential (HSED) while enrolled, hold a secondary credential (H.S. or equivalent diploma) at entry, or are enrolled in a class specifically designed for transitioning to community college (i.e., program type: transition class), who exit during the program year will enroll in further postsecondary academic or vocational programs.	65% of adult learners who have earned a secondary credential (HSED) while enrolled, hold a secondary credential (H.S. or equivalent) at entry, or are enrolled in a class specifically designed for transitioning to community college (i.e., program type: transition class), who exit during the program year will enroll in further postsecondary academic or vocational programs.
Core Indicator #3	Receipt of a secondary school diploma or its recognized equivalent.	
Measure 1	68% of adult learners who take all HSED tests, or are enrolled in adult high school at the high Adult Secondary Education (EFL 6) level, who exit during the program year, will pass the HSE assessment.	92% of adult learners who take all HSED tests, or are enrolled in adult high school at the high Adult Secondary Education (EFL 6) level, who exit during the program year, will pass the HSE assessment.

Continuous Improvement Planning - Local Program Plan Extension

In assessing program strengths and needs, each program should review their performance as part of their local extension plan submission as well as for their annual status update. The overall goal of continuous improvement planning and developing an annual local extension plan is to ensure the program is offering high quality services to students and to assist them in meeting their goals.

The continuous improvement planning process must be **purposeful and intentional**, as well as **ongoing and systematic**, in order that a program continually evaluates its efforts to improve its services. This is why a status report due in January of the program year will ask programs to report on their submitted local extension plan. An Adult Education and Literacy program with a planning process in place should be better able to respond to changing community needs and demographics, new initiatives, trends in technology, and staff turnover. Key steps in the local extension plan process include:

- Assess program needs/strengths (The process looks at each component and the interrelationship of components within the program; e.g., intake, orientation, curriculum development, instruction, assessment, counseling, instruction, follow-up, etc.)
- Define and prioritize goals for program improvement, based on needs.
- Develop a continuous improvement (action/work) plan to meet goal(s) that incorporate individual staff development plans.
- Engage in activities to implement the plan in order to meet those goals and document these efforts.
- Evaluate efforts and progress (e.g., the effectiveness of the plan, making revisions as needed).

The activities listed above constitute a cycle of planning that guides the process of continuous improvement from one year to the next. The steps may be simple or involved. For example, the “assess program needs/strengths” step may be as straightforward as asking, “What is needed?” A more elaborate approach might involve a staff retreat, and a year-long extensive data collection activity. Large and small programs alike make these determinations based on their individual philosophies, identified goals, staffing, and the resources at their disposal.

Monitoring Program Performance

As outlined in the 2016 Iowa State Transition Plan Section 4.1:

Twenty percent of the programs have an on-site audit conducted requiring formative and summative performance data, copies of program and fiscal policies, and interviews with staff and students to verify compliance with all federal/state mandates and requirements. The remaining 80 percent of the program have a desktop audit which includes Financial, Program Management, and Data Integrity Monitoring (A-C).

Monitoring reports are being tied to continuous improvement plans with required corrective action plans for any findings. The reports also highlights the commendations for best practices and recommendations for improvement or initiatives that demonstrate promise.

To achieve the required evaluation of local adult education and literacy programs, Iowa conducts four to five site visits, on a rotating basis, along with desktop monitoring to all other sites annually. For more information refer to Section II—Grant Management. Further purposes include:

- Evaluate the program's progress to-date toward contracted goals and outcomes as agreed upon in the program's Local Plan Extension.
- Ensure that the funded program has qualified staff, procedures, and systems in place to achieve contracted outcomes.
- Ensure that the program is following Iowa's Assessment policies and procedures.
- Ensure that the data management system is producing accurate and reliable information.
- Assess a funded program's instructional quality.
- Compare the program's grant expenditures to-date with approved budget.
- Identify program strengths and areas needing improvement.

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IOWA'S ADULT EDUCATION AND LITERACY

PERSONAL CONFIDENTIALITY STATEMENT

This form must be completed by the local AEL program coordinator and any AEL staff receiving restricted or confidential data from participants in AEFLA funded program as a result of data matches conducted for state and federal reporting. The data is to be used for the sole purpose of establishing and evaluating state and federal reporting on student performance measures related to gaining and retaining employment, enrolling in postsecondary education and training, and obtaining a HSED.

I, _____, am an employee of _____, which has entered into an Agreement for the Release of Confidential Information with the Chancellor. I understand that in the course of my employment I may have access to confidential information from participants that will be used by the Iowa Department of Education to perform data match as required by the Adult Education and Family Act, Title II of the *Workforce Investment Act (WIA) of 1998*. These records contain student-specific information including social security numbers. Information will be shared with Iowa Workforce Development, the National Student Clearing House, and HSED data systems for the purpose ***No other use will be made of confidential data without a written consent by the participant on file.***

In connection with access to any confidential information furnished by the above, I acknowledge and agree to abide by the terms of the following assurances:

- I will access and use the confidential information only as necessary for the performance of my official job duties and only for the purpose(s) of carrying out the obligations as defined by the AEL reporting requirements.
- I will establish or enforce policies and procedures for safeguarding the confidentiality of such data, including but not limited to staff safeguards, physical safeguards and technical safeguards. Individuals may be civilly or criminally liable for improper disclosure.
- I will store the confidential information only on my employer's premises in an area that is physically safe from access by unauthorized persons during duty hours, as well as non-duty hours or when not in use.
- I will process the information and any records created from the information in a manner that will protect confidentiality by direct or indirect means, and in such a way that unauthorized persons cannot retrieve the information by any means.
- I will retain identifiable records only for the period of time required and will then destroy the records. (Data should not be needed once final changes are made in TETM from the last data match for each fiscal year, usually an 18 month period (for example, July 1, 2012 – December 31, 2013).
- I will immediately notify the State AEL Program of *any* suspected or actual violation of confidentiality.
- I will inform the State AEL Program when I no longer need restricted access to data match information provided by
- I have read the above-cited agreement and will comply with the terms, including but not limited to, the following: protecting the confidentiality of my personal access codes (e.g., username, password, etc.); securing computer equipment, memory devices and offices where confidential data may be kept; verifying that individuals requesting access to the data are authorized to receive them; and following procedures for the timely destruction of the data.
- I understand if I violate any confidentiality provisions, my access privileges may immediately be suspended or terminated.

By signing below, I acknowledge that I have read and understand the information about the confidentiality requirements for the data gathered from participants and shared with Iowa's Department of Education; Iowa Workforce Development; and the National Student Clearing House, and I will adhere to them. I understand the possible penalties for failure to comply.

Signature: _____

Printed Name/Title: _____

Agency/Co. Name/Address: _____

Commonly Used Acronyms

ADA	Americans with Disabilities Act (federal legislation)	HiSET®	ETS High School Equivalency Assessment
ADD	Attention Deficit Disorder	HSED	High School Equivalency Diploma
ADHD	Attention Deficit Hyperactivity Disorder	IDEA	Individuals with Disabilities Education Act (federal legislation)
AEL	Adult Education and Literacy	KeyTrain	WorkKeys preparation software
CAELA	Center for Adult English Language Acquisition	L&W	Life and Work (CASAS test) LEA
CAI	Computer Assisted Instruction	LD	Local Educational Agency Learning Disability
CASAS	Comprehensive Adult Student Assessment System (AEL and ESL standardized tests)	LEA	Local Educational Agency
CBE	Competency Based Education	LINCS	Literacy Information Communication System (national online resources)
CBT	Computer-Based Testing	LEP	Limited English Proficient
CCRS	College and Career Readiness Standards	ME	Managed Enrollment
CCSS	Common Core State Standards	MIS	Management Information Service (computerized system for tracking information)
CBO	Community Based Organization	NALS	National Adult Literacy Survey NCAL
CIMS	Continuous Improvement Monitoring System	NCSALL	National Center on Adult Literacy
COABE	Commission on Adult Basic Education (national professional organization)	NRS	National Center for the Study of Adult Learning and Literacy
CTE	Career and Technical Education	OPT	National Reporting System
DAEL	Division of Adult Education and Literacy (federal agency at the US DOE)	OVAE	Official Practice Test
DE	Iowa Department of Education	PD	Office of Vocational and Adult Education (federal US DOE)
DE	Distance Education	PV	Professional Development
DOK	Depth of Knowledge (scale for determining cognitive complexity)	ProLiteracy	Pearson-Vue testing and products
DMR	Desktop Monitoring Report	TA	Non-profit International Literacy Organization
DRS	Division of Vocational Rehabilitation Services (Voc Rehab)	TANF	Technical Assistance
EFL	Educational Functioning Level (federal NRS level)	TE	Temporary Assistance for Needy Families (welfare program)
ELL	English Language Learner	TESOL	Tops Enterprise
ESL	English as a Second Language	TOEFL	Teachers of English for Speakers of Other Languages (professional organization)
ESOL	English for Speakers of Other Languages	WIA	Test of English as a Foreign Language (ESL standardized test used for college entry)
ETS	Educational Testing Service	WIN	Workforce Investment Act of 1998 (federal legislation)
GED®	GEDTS High school equivalency test	WorkKeys®	Workforce Investment Board Career readiness courseware
			Standardized job skills assessment

Checklist for Student Orientation and Intake

Please make a copy and complete this checklist for use with new students/classes.

☐ **Welcoming Activity**

☐ **ORIENTATION**

- Program purpose and philosophy
- Available services
- Physical layout
- Class schedule
- Class or building rules
- Rights and responsibilities
- Code of conduct/dress code
- Computer acceptable use policy

☐ **Registration Forms**

- Paper Form (*Information* completed by student; remainder completed by instructor)
- CBT form
- Release of information
- Media release form

☐ **APPRAISAL**

- As necessary, administer CASAS Locator to determine correct pre-test

☐ **Standardized Entry Assessment**

- Assess academic areas using appropriate standardized assessment (related to student goals) and record in the data management system
- Maintain testing records

☐ **GOAL-SETTING**

- Administer career interest and aptitude assessments
- Record primary and secondary goals
- Discuss career interests and aptitudes
- Discuss personal, work-related, and further education goals
- Decide on a plan of study

☐ **INTERVIEW**

- Discuss learning styles
- Discuss academic assessment results
- Administer identifying questions or local screening
- Discuss and document identified barriers and special learning needs
- Assist in resolving barriers/needs
- Document any disabilities and arrange for accommodations
- Confirm student attendance schedule and commitment status (use a student commitment contract)
- Establish timelines for future discussion of barriers with student

Student Interim Needs Assessment Survey

1. **How long have you been attending this class?**
_____ days _____ months _____ years
 2. **How often do you attend?**
(A) always (B) often (C) sometimes (D) rarely (E) never
 3. **If you circled (B) or (C) above, what prevents you from attending always?**
(A) lack of child care
(B) lack of transportation
(C) partner would disapprove
(D) pride
(E) fear of failure
(F) other: _____
 4. **Why did you enroll in this class?**
(A) to obtain a GED® test credential
(B) to obtain skills to help me find a job
(C) to obtain skills to help me keep my current job
(D) to obtain skills to help me find a better job
(E) for personal growth (budgeting, parenting, etc.)
(F) to obtain skills to enroll in college or vocational school
 5. **Have you obtained any of these goals?**
(A) yes (B) no
 6. **Have you set other goals since you enrolled in this class? Explain.**

 7. **How could this program better meet your needs?**

 8. **Do you and your instructor periodically review your needs/goals to determine if they are being met?**
(A) yes (B) no
 9. **Does your instructor provide lessons using the correct learning style for you in a way that is easy to understand?**
(A) always (B) often (C) sometimes (D) rarely (E) Never
 10. **Does your instructor provide feedback to you regarding your progress?**
(A) yes (B) no
 11. **Do you feel like you are “a part” of the class and the adult education program?**
(A) always (B) often (C) sometimes (D) rarely (E) never
 12. **Does your instructor provide information about community agencies that could provide a service to you?**
(A) always (B) often (C) sometimes (D) rarely (E) never
 13. **Does your instructor encourage you to continue your education by attending vocational programs or college?**
(A) always (B) often (C) sometimes (D) rarely (E) never
 14. **Does your instructor provide information on how to apply and interview for a job?**
(A) always (B) often (C) sometimes (D) rarely (E) never
 15. **Does your instructor treat you as an adult and with respect?**
(A) always (B) often (C) sometimes (D) rarely (E) never
 16. **Do you feel comfortable asking your instructor for guidance with everyday problems?**
(A) yes (B) no
 17. **Would you tell others about this program and urge them to attend?**
(A) yes (B) no; why not? _____
- Use this space to write any comments you have about this program:
- _____

TEACHING TIPS**Teaching Techniques for Adult Learning—By Phillip E. Johnson**

Here is a list of teaching techniques for you to consider. Some seem outrageous, some mundane. They are in no particular order, nor are they parallel in scope; very important ideas are mixed with quite minor points. Have you any additional ideas?

*Start on time; end on time. Always!

*Use preliminary diagnostic, data collections, and needs-analysis techniques, such as questionnaires or brief interviews. This brings important data for fine-tuning your plans, and also lets the learners know that the program is designed with their specific needs in mind.

*Always use warm-up acquaintance exercises to get people talking, learning about each other, and from each other. Initiate and model informality, involvement, and co-learning.

*After an initial warm-up, tell the people what's going to happen. List the session's objectives and activities. Check with the participants to assure agreement and to develop their commitment to the class.

*Think about the arrangement of the room, such as the position of the chairs. Be sure that the room arrangement sends the message that you intend.

*Be careful of the fine line between entertaining and being an entertainer. Develop fun and excitement from the joy of learning, not because you are a huckster or comedian.

*Be cautious about the use of videos, you-tube, and the like. They are useful only for completely didactic or introductory purposes, and are generally not relevant.

*Use small groups a lot, having each group discuss a topic and report their conclusions to the total group. Small groups extend individual "air time" and help each learner to be a contributor. My experience is that people learn much more when talking than when listening.

*The learners, not the teacher, should be the major source of content in adult education. Have people share their ideas. You then help them to frame the ideas, develop a theory from them, and integrate them with other concepts. Help people discover their own "Ah-Ha's," their own "therefores." Be a facilitator, an orchestrator of resources, not an expert. Experts are a dime a dozen. Good teachers are very hard to come by.

*Use techniques such as participant-developed case studies, simulations, role-play, brainstorming, instrumentation; techniques that provide a direct experience and that build on the learners' experiences. The most important part of using these techniques is the "processing out" when the experience is completed. "How did I do that?" "What do I do about it tomorrow?"

*Provide for transcendence; help people plan for their own application of the learning. Don't assume that new knowledge and skill is automatically translated into action.

*Undertake continuous formative evaluation; be sensitive to facial expressions. Ask questions like "Does that make sense to you?" and "How is this going?" Conduct a genuine and careful summative evaluation. Be able to utilize negative feedback. Ask learners, "How can I improve this next time I do it?" "What should I take out, modify, add?"

*One final note...our program is individualized for most of the class period. **Adult learners need to be able to participate in planning their learning.**

TEACHER – STUDENT RELATIONSHIPS EVERY STUDENT IS DIFFERENT

The adult education teacher watches a small cross-section of humanity enter her classroom at the beginning of every course. Class may range from the nearly illiterate to the college graduate, depending on the course. But one basic trait found in nearly every adult student is a strong desire to learn. Eager and purposeful, adult students come to the classroom with great expectations and look to the teacher to fulfill them.

The adult student wants to know the reasons for the information he is being given. He wants to be instructed simply and directly. He expects patience and understanding from the teacher as he adjusts to the classroom after several years. And he looks to the teacher for friendship and confidence.

YOU CAN CRITICIZE – AND NOT MAKE ENEMIES

Sometimes it's necessary to remind adult students that their work should have closer attention. You won't alienate them if you keep a few good rules in mind. The best technique to remember is Will Roger's – "always criticize in friendly good humor and with a smile."

Here are some tested approaches that will help you when you must criticize:

Never criticize in the presence of other students. Do it quietly and privately.

Remember to do it with a smile. Anger has no opportunity to arise this way.

Find something to praise first. It will "soften" your comments and "ease" the edge from your criticism.

Appeal to the student's self-respect.

Inquire gently why the person made the mistake you wish to correct. This will help you discover his viewpoint, then enable both of you to work out a solution satisfactory to each of you.

Be moderate in your criticism and wind up with a pat on the back. Leave the door open for a desire to improve.

A GOOD TEACHER OF ADULTS...

Adapts teaching and material to meet student's needs.

Maintains a high level of interest in the class.

Gives attention to the safety of the students.

Plans interesting and helpful activities for the full class period.

Handles the subject matter with adeptness.

Makes education a mutual aim.

Engages in free flow of ideas.

A TYPICAL ADULT STUDENT...

Must see immediate benefits to from the course. S/he studies to satisfy some present need. The teacher has to develop value in the entire course.

Wants to enjoy participation in class activity. S/he wants full explanation, followed by opportunity to work things out for herself. While wanting to participate, s/he may have to be urged to join. On the other hand, s/he may learn best by discussing ideas with her neighbor. S/he'll sense the teacher's interest here.

Brings in experienced-background the course should draw upon. Some of the experiences and interests are related to the subject, so they ought to be used by the teacher. S/he can make rewarding contributions to the course.

Has to be able to see and feel progress. Interest and anticipation arise with expectation of success. The thoughtful teacher will use every opportunity to comment, encourage, and praise the student to show personal satisfaction with work.

Requires subject matter that can be adapted to personal objectives. Teachers many times fail to see that a carefully planned course fulfills the information – desires of all students. The intensely interested student may not have the full background from which to profit from the course. The teacher must discover, answer, and adapt the course – content to these needs.

Resents being treated like a high school student. In every setting but the classroom the adult student is the teacher's peer. Establishing rigid classroom rules may cause adult students to "vote with their feet" and leave.

TEST YOUR 'GAQ' RATING

Getting acquainted with adult students is a two-way street, with you making the first move. You can make it easier for these uncertain class-members by possessing certain qualities that make them feel relaxed and comfortable in their new surroundings. Here's a list of traits (in order of importance) that students feel a good teacher should have. Think about those you possess.

- Teaching skill
- Personality to put across the course
- Sense of humor
- Ability to get along with students
- Broadmindedness and flexibility
- Knowledge of the subject
- Patience and helpfulness
- Consideration
- Appearance
- Good speaking voice
- Fairness-impartiality
- Consideration of students' time
- Interest in subject matter
- High ideals
- Sincerity and honesty
- Initiative
- Youthfulness in thinking
- Ability to pronounce names correctly

How did you do? Rating scale: 18–16, superior; 16–14, excellent; 14–12, good; 12–10, fair; and 10–0, poor.

<http://adulthoodonline.org/>

<http://www.gcflearnfree.org>

Competency-Based Lesson Plan Template

Title:

Date:

Brief Description:

Competency Objectives(s): Identify the focus of the lesson.

CASAS/NRS Level: _____ Scale Score Range: _____

CASAS Competency(ies)

Basic Skills Content Standard (s): What skills are involved in the lesson?

_____Reading _____Listening _____Speaking _____Writing _____Math

Content Standard(s)

College and Career Readiness : What standards are involved in the lesson?

Employability Skills: What skills are involved in the lesson?

Warm Up/Introduction:

Presentation:

Practice:

Evaluation:

Application:

Example Lesson Plan* Competency-Based Lesson Plan Template

Competency Objective(s): Identify the focus of the lesson. Reading Time Sheets

CASAS/NRS Level: 2/3/4/5 Scale Score Range 181-220

CASAS Competency(ies) Reading Competency 4.2.1- Interpret wages, wage deductions, benefits, and timekeeping forms

Basic Skills Content Standard (s): What skills are involved in the lesson?

X Reading Listening Speaking Writing Math

Content Standard(s): R2-Vocabulary, R4-Text in format, R6-Reading strategies, R7-Reading and Thinking Skills

R3.4 (Read and understand moderately complex texts (e.g., general informational materials, common workplace materials))

College and Career Readiness : What standards are involved in the lesson?

CCR Rdg. 1.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Warm Up/Introduction:

Review general information about filling out timekeeping forms. Introduce one of the timesheets that has been filled out in advance. Explain the format and common characteristics of most timesheets. Students scan for and predict or infer meaning of unfamiliar vocabulary (e.g., “extended sick leave,” “floating holiday,” “comp time,” or “compensation time,” “bereavement.”)

Presentation:

Divide the class into 2 groups-Level B (NRS Levels 2 and 3) in one group and Levels C and D (NRS Levels 4 and 5) in another.

With the Level B learners, distribute a set of three timesheets with different formats (not filled in). (One of these can be the same as the one used in the introduction.). Go over different sections of each timesheet and show learners how to use them. Have learners look for and discuss differences in formatting.

Distribute a list of new vocabulary and concepts, and have students scan for location of new vocabulary on the three different timesheets. Have students predict the meaning of new vocabulary, and discuss the contextual clues for the prediction of meaning. The more advanced Level B learners can help students functioning in the lower range of this level.

With the Level C and D learners, distribute three different completed timesheets and have learners analyze and compare the structure of the formatting.

Present a timesheet with an accompanying pay stub that contains one error. Have learners find the error (scan for specific information and details). Have students infer or predict what situation may have caused the error (e.g., the timesheet indicates that the worker was sick but was not paid correctly because payroll did not notice the box that shows the amount of sick leave accumulated).

Practice: Allow students to read and find errors on other timesheets. Students identify the evidence in the timesheets that verify the errors from the forms.

*courtesy of Debby Gosnell

Evaluation: Students submit one timesheet and rationale to teacher to review. Students share and discuss in small groups.

Application

With the Level B learners, distribute the five versions of information sheets (with a mix of different scenarios related to schedule of days worked, sick days, one holiday they will not work, etc.) so that students in the class have some different information to work from for one pay period. The information should emphasize previously learned vocabulary and concepts. Have students fill out all three blank timesheets using their individual information, and select one of these to give to the teacher. Then students should work together to share and discuss their two remaining timesheets with each other.

Resources

ABE Level B (NRS Levels 2 and 3)

Set of three timesheets with different formats (not filled in), one set for each student-One of these timesheets is used in the Warm-Up/Introduction and has been filled out in advance by the teacher.

Vocabulary list/worksheets

Five versions of information sheets (containing hours worked, “floating” holidays, sick days, vacation days, compensation time, etc.) to use with above timesheets, spread out among the class.

ABE Level C and ASE Level D (NRS Levels 4 and 5)

Set of three timesheets with different formats (same as for Level B) but these are filled out in advance by the teacher and numbered 1-3.

Set of three pay stubs (#1-#3) related to each of the three timesheets containing one error each (e.g., one missing overtime pay; one with the wrong number of hours as compared to the timesheet).

Instructor Self-reflection Instrument
(May be used with/or on the back of the lesson plan)

Date: _____

Subject/Class: _____

1. Did you use the class/student profiles by competency and student goals to develop the lesson?

Yes No

Example:

2. Did you present clear learning objectives?

Yes No

3. Did you use WIPPEA format?

Yes No

Example:

4. Did lesson fit well within time allotted?

Yes No

5. Did lesson use more than one delivery mode?

Yes No

Example:

6. Did you summarize major points at end of lesson?

Yes No

7. Were learners engaged?

Yes No

Example:

8. Did learners have opportunity to ask questions?

Yes No

9. Did learners have opportunity to connect with their experiences?

Yes No

Example:

10. Did lesson differentiate for multilevel skills with scaffolding?

Yes No

Example:

FERPA Facts

FERPA is the Family Educational Rights and Privacy Act enacted in 1974 that protects students' educational records and gives them the following rights:

- Right to review and inspect educational records maintained by the institution
- Right to seek amendment to any portion of an educational record
- Right to have some control over the disclosure of information
- Right to obtain a copy of the College's FERPA Policy
- Right to file a complaint with the DOE Family Policy Compliance Office in Washington, DC

FERPA rights are assigned to all students once they enroll in postsecondary education, including Adult Education and ESL students.

Educational Records include Directory Information and Personally Identifiable Information.

Directory Information is defined by the institution and is not considered to be an invasion of privacy. This information may be disclosed without the student's permission to any reasonable written inquiry. **Directory Information** is:

- | | |
|-----------------|------------------------------|
| • Name | • Course of Study |
| • Address | • Dates of Attendance |
| • Email Address | • Previous school experience |
| • Phone Number | • Date/Place of Birth |

Students who wish to prevent the release of Directory Information under any circumstances, can protect all of their Educational Records by completing a Non-Disclosure form. (This can be created at the local program level with technical assistance from the State.)

Personally Identifiable Information is information that is related to and can easily identify a student. Personally Identifiable Information cannot be disclosed to any third party inquiry without the student's written permission. With data match, this information is shared with a third party and, therefore consent is required to be in compliance with section 212 of the Adult Education and Family Literacy Act.

Personally Identifiable Information includes:

- | | |
|--------------------------|---------------------|
| • Social Security Number | • Student ID Number |
| • Race | • Class Schedule |
| • Gender | • Test Scores |

As a special reminder, please remember that **staff cannot:**

- **Discuss the progress of a student with anyone (including parents) other than the Student without written permission of the Student.**
- **Use any portion of a Student's SSN or Student ID in any public manner.**
- **Use a Student's SSN or Student ID in an email subject line or body of the email message.**
- **Discuss the Student's record over the phone with any third party without permission from the student.**
- **Distribute a printed Class List of Student Names with any identifiable data to a third party.**

Additional FERPA information is available online at [Family Policy Compliance Office](#).

Individual Professional Development Plan Template

Name

Adult Education and Literacy Program Goal:

TIMEFRAME	Personal goals: (Optional) (e.g. May be planning retirement, may be wanting to develop new skills, change careers, major changes to personal life etc)	Professional goals: (e.g. Positional goals, gaining further qualifications, Memberships of Boards, Professional Associations etc)
Next 12 months		
Next 3 years		

This Professional Growth Plan was discussed and approved on

Instructor SignatureCoordinator Signature

Individual Professional Development Plan Template

STRENGTHS AND WEAKNESSES

	Planned Activities	Objective of Development Activity	Aligned Professional Development Standard	How activity impacts student learning
Required knowledge/skills Consider: <ul style="list-style-type: none"> • required competencies • job description • service plans and frameworks 				
Strengths Consider: <ul style="list-style-type: none"> • your views • recent tests/appraisals • other people's views 				
Weaknesses/gaps Consider: <ul style="list-style-type: none"> • gaps in knowledge/skills • changes to systems/services requiring new skills • what will help you to progress in your role? 				

Individual Professional Development Plan Activity Log

<i>Example:</i> Participated on our curriculum development team. Researched curricula, developed annual scope & sequence for Low Intermediate, assembled curriculum notebook	Jan – Mar 2013 5 team mtgs = 10 hours + 14 hours at home	10			14		
(1) Description of professional development activity completed	(2) Date(s)/ hrs of partici- pation	(3) Work- shop/ Train- ing	(4) Credit course	(5) Webinar/ Phone- in/Study Circle	(6) Confer- ence	(7) Self- Study	(8) Other
1.							
2.							
3.							
4.							
5.							
6.							
<i>Click return for more rows.</i>							
Total PD Hours (Total each of columns 3-8)							

I have completed the professional development activities as described.	I have granted _____ professional development hours for the professional development activities described.
Instructor Signature _____ <div style="text-align: right;">Date _____</div>	Adult Education and Literacy Program Coordinator Signature _____ <div style="text-align: right;">Date _____</div>

Fair Use Factors Checklist

This checklist can be used to help determine if your use of a copyrighted work falls within the fair use exception to copyright.

<i>Purpose of Use</i>	
<i>Favoring Fair Use</i>	<i>Opposing Fair Use</i>
<input type="checkbox"/> Teaching (including classroom use copies)	<input type="checkbox"/> Commercial activity
<input type="checkbox"/> Research	<input type="checkbox"/> Profiting from the use
<input type="checkbox"/> Scholarship	<input type="checkbox"/> Entertainment
<input type="checkbox"/> Nonprofit Educational Institution	<input type="checkbox"/> Denying credit to original author
<input type="checkbox"/> Criticism	
<input type="checkbox"/> Changing the work for a new utility	
<input type="checkbox"/> Parody	
<i>Nature of Work</i>	
<i>Favoring Fair Use</i>	<i>Opposing Fair Use</i>
<input type="checkbox"/> Published work	<input type="checkbox"/> Unpublished work
<input type="checkbox"/> Factual or Nonfiction based	<input type="checkbox"/> Highly creative work (art, music, plays, etc.)
<input type="checkbox"/> Important to favored educational objectives	<input type="checkbox"/> Fiction
<i>Amount Used</i>	
<i>Favoring Fair Use</i>	<i>Opposing Fair Use</i>
<input type="checkbox"/> Small Quantity	<input type="checkbox"/> Large portion or whole work used
<input type="checkbox"/> Portion used is not central to entire work	<input type="checkbox"/> Portion used is central to work
<input type="checkbox"/> Appropriate portions for educational purpose	
<i>Market Effect</i>	
<i>Favoring Fair Use</i>	<i>Opposing Fair Use</i>
<input type="checkbox"/> User lawfully acquired or purchased copy of original work	<input type="checkbox"/> Avoids payment of royalties/permission
<input type="checkbox"/> One or few copies made	<input type="checkbox"/> Significantly impairs market or potential market for copyrighted work or derivatives
<input type="checkbox"/> No significant effect on the market or poten-	<input type="checkbox"/> Licensing mechanism is reasonably available
<input type="checkbox"/> Lack of licensing mechanism	<input type="checkbox"/> Permission is available
	<input type="checkbox"/> Numerous copies made
	<input type="checkbox"/> Placed it on Web or other public forum
	<input type="checkbox"/> Repeated or long term use

Observation Toolkit

(adopted to include Instructor Standards)

Classroom observations are a hallmark of standards-based instructional leadership. They are a prime method program administrators can use to monitor the consistency of instructional practices and their fidelity to standards. *Observing is different and separate from formal summative evaluations of personnel.* One of its most powerful features is a reliance on the aggregation of data across instructors and specific teaching and learning practices. The purpose of classroom observations is to reveal effective and ineffective teaching practices and curriculum choices recurring across multiple classrooms within a program and across the state—not to judge the merit or performance of a specific instructor. Observations of a single instructor cannot provide an accurate portrait of instructional quality within an entire program. But when findings from visits to every classroom within a program are analyzed, a clear picture of standards-based instruction emerges. Program coordinators can then address the professional development needs of an entire faculty more effectively, by investigating common instructional choices made by multiple instructors.

Observing is designed to be formative, non-threatening, and forward-looking—a system in which the observer is clearly invested in instructors’ success.

The toolkit includes, the observational tool, the aggregation of observation data form and the summary of observation data form. Follow these guidelines when observing:

- I. Support the natural atmosphere of the classroom.
 - Arrive early and remain in the classroom during the entire lesson to capture how the lesson is set up, its flow and conclusion.
 - Minimize your interaction with students, although contact is permitted if done discreetly and with the purpose of understanding what students are thinking and working on. Otherwise, asking questions or participating in activities can detract from your observations.
- II. Circulate freely when students are working individually or in groups (if you cannot hear students or need to see their work); otherwise, move to the side or back of the room during whole-class discussion.
- III. Assume the role of researcher—collecting data on teaching practices—not evaluator.
- IV. Come to the lessons fresh—just as students do—without the benefit of any advance meeting or detailed information about what to expect.
- V. Pay attention to student responses, including the level of student engagement, how students are constructing their understanding, strategies they use to solve problems, and patterns of student errors.
- VI. Pay attention to instructor-student interactions, including the type of student engagement and how the instructor encourages engagement.

For further study:

Unit Four—Observing Standards in Action

CLASSROOM OBSERVATION TOOL

With the adoption of the College and Career Readiness Standards in Iowa, this tool was introduced to help instructors with the implementation of content standards in their instruction. This same tool can and should be used to measure four out of six instructor standards and is an effective self-assessment, as well as a critical friends group, and monitoring tool.

Effective Teaching and Learning Practices		E=Evident NFE=Not Fully Evident
1. Curriculum content of the lesson is aligned to the demands of the standards¹. (Standards 2 and 5)	E/NFE	Evidence
a. Instructor presents lesson clearly reflecting the concepts/skills of one or more of the standards.		
b. Instructor outlines a well defined standards-based lesson objective stated in terms of the desired student learning outcomes.		
c. Students use resources directly related to the targeted standards.		
2. Cognitive level of learning activities are aligned to the demands of the standards. (Standards 2 and 5)	E/NFE	Evidence
a. Instructor poses questions that stimulate student thinking beyond recall.		
b. Instructor allows appropriate wait-time (3 or more seconds) after posing questions.		
c. Instructor asks students to elaborate on and justify their answers.		
d. Instructor activates students' metacognitive skills (e.g. models strategies, inquires about students' strategies).		
e. Students work on assignments reflecting the highest demands posed by the standards targeted by the lesson.		
3. Standards are translated into lesson content relevant to adult students. (Standards 2, 5 and 6)	E/NFE	Evidence
a. Instructor ties standards-based lesson to students' goals, interests, or needs.		
b. Students actively participate in the lesson through class discussions, group projects, etc., instead of doing solitary seatwork or listening to extended lectures.		
c. Students have varied opportunities (beyond worksheets) to apply new learning in authentic or practical adult-oriented contexts.		
d. Students have access to technology in learning or for use in application in adult-oriented contexts.		

¹For the purpose of "standards", it is defined as the most specific level of outcome used by Iowa's Adult Education and Literacy programs as adopted by the College and Career Readiness Standards as well as the Iowa Core 21st Century Skills to indicate what adult students should know and be able to do. These can include indicators, and examples.

Effective Teaching and Learning Practices		E=Evident NFE=Not Fully Evident
4. Standards are addressed by a coherent progression of learning. (Standard 5)	E/NFE	Evidence
a. Instructor explicitly links lesson content to previous lessons or what students already know.		
b. Students have prerequisite knowledge/skills to understand lesson content.		
c. Instructor incorporates standards in a lesson in a manner that builds on their natural connections.		
d. Instructor closes lesson by: <ul style="list-style-type: none"> • Reviewing lesson objectives; • Summarizing student learning; and • Previewing how the next lesson builds on that learning. 		
5. Students' level of understanding is assessed during the lesson and instruction is adjusted accordingly. (Standard 3)	E/NFE	Evidence
a. Instructor regularly checks whether students are mastering standards-based lesson content (e.g., circulates to check on students' work, monitors verbal responses).		
b. Instructor provided students with prompt, specific feedback to correct misunderstanding and reinforce learning.		
c. Students signal understanding of lesson content before instructor introduces new idea.		
d. Instructor provides supplemental instructions for students who show that they need it (e.g., individualized or peer tutoring, re-teaching, review of basic skills).		
e. Instructor provides extension activities for students who complete classwork, instead of leaving them idle or unchallenged.		
f. Students evaluate and reflect on their own learning.		

SAMPLE Referral Form to AEL Services

Client Name: _____

Address: _____

Telephone #: _____

Referring Agency: _____

Referring Contact Name: _____

Telephone #: _____ Email: _____

Referred to AEL for: (Check all that apply)

- ☐ Digital Literacy Skills
- ☐ Workplace Literacy Skills (e.g. Goal Setting, Employability, 21st Century Skills)
- ☐ Basic Skills/Remediation (e.g. Math, Reading, Writing skills)
- ☐ English as a Second Language Instruction
- ☐ HSED Preparation
- ☐ Other _____

No. of required AEL hours in customer's plan (if applicable): _____

Date to Begin: _____

- ☐ Please provide a monthly progress/attendance report for this client.

Comments: _____

Complete this box ONLY if information is to be shared between agencies!

I _____ (client name) authorize the _____ (referring agency) and the AEL Program to share information about me regarding AEL Services. I have been informed of the intended purpose and use of the information. I have also been informed that the information provided will not be further released without my consent except that which pertains to State or Federal regulations that govern the activities of _____ (referring agency) and AEL.

I have been informed of the meaning of this release and my signature on it amounts to a waiver of any claim I might assert against any individual or organization.

Signature of Client (and parent if under 18 years of age)_____
Signature of AEL agent_____
Signature of Referring Agency agent_____
Date

SPECIAL NEEDS FORM		Date Completed Social Security #: _____ HiSET® ID #: _____																					
Program: _____ AEL staff: _____ Class: _____	<div style="display: flex; justify-content: space-between;"> <div> Name <small>Last</small> _____ Maiden or other former name _____ </div> <div> First _____ Student ID _____ </div> </div>																						
SCREENING																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Screening:</th> <th style="width: 15%;">Offered</th> <th style="width: 15%;">Conducted¹</th> <th style="width: 15%;">Refused²</th> <th style="width: 15%;">Date</th> </tr> </thead> <tbody> <tr> <td>Learning disability</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td>Hearing</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td>Vision</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> </tbody> </table>				Screening:	Offered	Conducted ¹	Refused ²	Date	Learning disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Screening results indicate probability of LD: <input type="checkbox"/> Yes <input type="checkbox"/> No																							
¹ Student signed Screening Consent Form: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A ² Student signed Waiver* of Consent Form: <input type="checkbox"/> Yes <input type="checkbox"/> No <i>*only necessary if screening services are refused</i>																							
INFORMATION RELEASED TO OTHER AGENCIES																							
Student signed Release of Information Form: <input type="checkbox"/> Yes <input type="checkbox"/> No <i>(only necessary if information is released to others)</i>																							
EDUCATIONAL ACCOMMODATIONS <small>(FOR DIAGNOSED STUDENTS ONLY)</small>																							
Accommodations recommended: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Colored overlays <input type="checkbox"/> Ear plugs <input type="checkbox"/> Graph paper for math <input type="checkbox"/> Large print <input type="checkbox"/> Magnifying strip <input type="checkbox"/> Seating near natural light <input type="checkbox"/> Straight edge <input type="checkbox"/> Other: _____ </div> <div style="width: 50%;"> <input type="checkbox"/> Audiocassette* <input type="checkbox"/> Braille* <input type="checkbox"/> Extended time* <input type="checkbox"/> Private room* <input type="checkbox"/> Scribe* <input type="checkbox"/> Supervised frequent breaks* <input type="checkbox"/> Talking calculator* <input type="checkbox"/> Prior approval needed for HiSET* </div> </div>																							
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Results of referral/diagnostic evaluation: <input type="checkbox"/> No evidence of learning disability, hearing, or vision problem <input type="checkbox"/> Specific learning disability <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Written expressive <input type="checkbox"/> Hearing problem <input type="checkbox"/> Hearing aids <input type="checkbox"/> Vision problem <input type="checkbox"/> Glasses or contacts </div> <div> <input type="checkbox"/> Receptive/expressive language <input type="checkbox"/> Phonological <input type="checkbox"/> Not otherwise specified <input type="checkbox"/> recommended <input type="checkbox"/> received <input type="checkbox"/> recommended <input type="checkbox"/> received </div> </div>																							
³ Student signed Waiver* of Referral Information: <input type="checkbox"/> Yes <input type="checkbox"/> No <i>*only necessary if referral services are refused</i>																							
COMMENTS/ADDITIONAL INFORMATION																							
(include any diagnosis, not listed above, for which an accommodation was provided)																							

Screening Consent or Waiver Form

Please complete the appropriate section(s) below:

I, (print name)

agree or decline to be administered the (print name of instrument)
to determine the probability of a learning disability.

agree or decline to be administered the (print name of instrument)
to determine the probability of ADD or ADHD.

agree or decline to be administered a vision and/or hearing screening to provide information
about visual and/or auditory functions and processing

If I agree to screening (s), it (they) will take place on or about (date) _____ at (program name)

Results of the screening will be reviewed by one or more staff members of the above named program and will be utilized for the purpose of instructional planning. Results of the screening (s) will be maintained in a secure location at the above named program and will not be released to a third party without the consent of the student/parent or guardian.

Signature of Student/Parent or Guardian*

Date

Signature of Program Representative

Date

*Students under the age of 18 must have this consent form signed by the student's parent or guardian.

**Adult Education and Literacy
Professional Development Activity Participation Statement of Agreement**

The instructor signature below attests to an understanding of participation in professional development activities, the requirements for participation and willingness to participate fully in all activities.

All professional development activity areas include:

- Completion of required activities, and
- Participation in sharing sessions.

Professional Development Activity: _____

Program: _____

Instructor Name: _____

Signature: _____

Telephone: _____

Email: _____

Signature Page

By signing below, I acknowledge that I have read and understand the information contained in the Adult Education and Literacy Instructor Handbook.

Signature _____ Date: _____

Printed Name/Title: _____

Please sign and give to your AEL Coordinator.



COMMUNITY COLLEGES

BUREAU OF ADULT, CAREER, AND COMMUNITY COLLEGE EDUCATION